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ABSTRACT

Interviews intended to discover the best ways of meeting the continuing education needs of senior Technical and Further Education (TAFE) staff were conducted with 250 individuals from 17 TAFE colleges throughout Australia. The study population consisted of principals, deputy principals, department heads, and heads of schools who spend 50 percent or more of their time on administrative activities. The following are among the areas in which respondents felt further staff development is necessary: planning for the college's future (corporate planning, rational decision making, analysis of community needs, organizational management); staff management (committee management skills, motivation techniques, delegating and conflict resolution skills, team skills, training in organizational and group dynamics); college administration (financial management and budgeting, business practices, relationship between individual colleges and the TAFE authority, entrepreneurship); educational leadership (keeping current with relevant educational developments, encouraging staff development, developing a vision of TAFE within staff, being accountable, encouraging innovation); communication skills (person-to-person, group, telephone, and written communication skills; linking and networking skills; assertiveness training; and public relations and negotiation skills); and additional professional capacities (time management, report writing, policy implementation, computer literacy, and behavior management techniques). Individualized staff development programs and mechanisms to give special consideration to the needs of underrepresented groups were also deemed necessary. (MN)

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THE CONTINUING EDUCATION NEEDS OF ACADEMIC STAFF:

SENIOR COLLEGE STAFF IN TAFE

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Pauline Mageean

TAFE NATIONAL CENTRE FOR
RESEARCH AND DEVELOPMENT

THE CONTINUING EDUCATION NEEDS OF ACADEMIC STAFF

SENIOR COLLEGE STAFF IN TAFE

PAULINE MAGEEAN

ADELAIDE 1987

This report was partly funded by
the National Training Council
(Now the Australian Council for Employment and Training)

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FOREWORD

This report is one of three parts of a major project conducted by the TAFE National Centre for Research and Development: 'An investigation into the initial and continuing education needs of full-time TAFE college teaching staff'. The other two parts are The continuing education needs of academic staff: beginning TAFE teachers, and The continuing education needs of academic staff: full-time TAFE college lecturers.

This project was supported by the Conference of TAFE Directors (as must be any research conducted by the TAFE National Centre), the Australian Association of TAFE Principals' Inc. (AATP), the Australian TAFE Teachers' Association, and the National Training Council. The last three bodies were represented on the Project Advisory Committee.

This three-part project is Australia's first single, comprehensive study in this area, although the Staff Development Committee of the TAFE Council has produced separate reports (at different periods) on the needs of TAFE staff. This report aims to identify the best means of meeting the educational development needs of TAFE college senior teaching staff. The 'best' means of meeting the needs are determined by effectiveness (the extent to which the particular method brings about the desired change in the staff member) and efficiency (in terms of use of resources - human, capital and time).

The methodology used was a literature search and interviews with senior staff. A large number of needs had been identified by previous researchers (Aloise, 1985; Cullen Egan Dell, 1985a; Garward, 1985; Mackay, 1978; Victorian Dept. of TAFE, 1979). These were confirmed by senior staff in interviews or by letters and some additional needs were suggested. These form the list on pages 68-70.

The group considered in this report consists of TAFE college senior teaching staff who spend 50% or more of their time on college administration as opposed to teaching. It includes principals and deputy principals, some heads of departments, and heads of schools. For brevity, the group will be referred to as 'senior staff' in this report.

Four years ago, the AATP commissioned a managament consultant to investigate the work done by TAFE principals and make recommendations on how principals could make professional improvements. The ensuing report, by Cullen Egan Dell (1985a), recommended that recurrent education should be provided for TAFE principals. However the report did not specify what this recurrent education should consist of. The AATP requested that the TAFE National Centre undertake this study to discover what educational provision should be made for principals. The project brief was widened to include other senior staff who spend most of their time on administrative duties.

The number of contributors to this report, and the time and effort that went into their letters and interviews, indicate the high level of interest senior staff have in their professional development. Many excellent ideas and examples were given, and so some of the suggestions made in this report are already occurring in some TAFE authorities. Nevertheless, it was considered that the ideas deserved national consideration.

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ACKNOWLEDGEMENTS

Educational researchers, unless they are monsters of omniscience, must discuss many matters of which they do not have firsthand knowledge. Despite careful research, errors of omission may occur and for any of these I apologise; I hope there will be no errors of fact!

To obtain other people's firsthand knowledge I approached senior TAFE staff in all states and territories. The response was far better than I could have hoped for - many letters and telephone calls, lists of references, copies of relevant material and many other offers of help. At every college I approached, I was made very welcome; the senior staff gave up generous amounts of their time to discuss staff development. Most had prepared for the discussion by pre-reading and all were able to draw upon invaluable firsthand experience.

To all those who were so generous with their ideas and their time I would like to offer my heartiest thanks. In particular I would like to thank:

- Mr Rob Downie, Principal of Baulkham Hills College of TAFE, for his constant support and the many ways in which he helped with this project, both as a committee member of the Australian Association of TAFE Principals Inc., and as a member of the Advisory Committee of this project;

- the other members of the Advisory Committee for their very helpful contributions:

  Mr Don Drew, Director, Staff Development Centre, SA Department of TAFE
  Dr Bill Hall, Executive Director of the TAFE National Centre for Research and Development
  Dr Roger Harris, Senior Lecturer, South Australian CAE, Centre for Studies in Adult and Further Education
  Mr Maurice Hayes who represented the National Training Council and a member of the Research and Development Committee of the TAFE National Centre. Mr Hayes is Chairman of Hayes Human Resource Development
  Ms Zofia Krzemionka, Research and Development Officer of the TAFE National Centre;

- the Australian Association of TAFE Principals Inc;
- staff of the SA TAFE Staff Development Division;
- staff of the Technical Education Division, Central Staff Development Section, Education Department of WA;
- Dr Norm Pyle, Deputy Director, Planning and Development, Queensland Division of TAFE;
- Mr Mike Mulvhill, Principal, Light College of TAFE, SA;
- Mr Michael Sachsse, Principal, Tea Tree Gully College of TAFE, SA;
- Dr Charles Henderson, Manager, Planning Policy and Research TAFE Education Department of WA;
- Mr Tony Ibbott of Hobart College of TAFE who provided information, including a model of staff development for senior school teachers which became the basis of Figure II of this report;
- Mr Michael Fox of the Tasmanian Technical Colleges Staff Society;
- Ms Pauline Seitz (then of Management Development, Victorian TAFE Board);
- Mr Peter Kellock, Manager, Staff Development, Victorian TAFE Board;
- Mr Roger MacFarlane, Manager, Planning and Development, Ballarat School of Mines, VIC;
- Ms Vivien Carroll, Associate Director, Educational Services, Box Hill College of TAFE, VIC;
- Ms Ruth Mitchell, Acting Assistant Principal, Ryde College of TAFE, NSW;
- Mr John McIntyre, Lecturer, Institute of Technical and Adult Teacher Education, Sydney College of Advanced Education, NSW;
- Mr John Boveington, Superintendent, TAFE Policy and Planning, Department of Education, NT;
- Mr John Gilbody, Co-ordinator, TAFE Teacher Education and Vocational Education Training, Tasmanian State Institute of Technology.
- The National Training Council provided part of the funding for the project and their help is gratefully acknowledged.

The many senior staff members who provided information by interview or by letter and who are listed in the Appendix.

CHAPTER I: OVERVIEW OF THE PROJECT

A. UNDERLYING ASSUMPTIONS

There are a number of assumptions behind this research which are described below.

a) The essential function of TAFE is to serve the community by providing courses through colleges, either internally or externally, which will allow students to obtain knowledge, skills and understandings relevant to employment, and thus contribute to the economic future of Australia. The calibre of this provision depends largely upon the quality of the curriculum, the quality of the available physical resources, and the quality of college staff. The quality of the staff depends to a large extent upon the effectiveness with which they discharge their duties, and their ability to organise their resources, human and physical, to create a positive environment in which adults can learn and work.

b) As educational leaders, senior staff must be at the vanguard of developments in education, industry and commerce, have the ability to anticipate the needs of their colleges and the implications of government policy, and the management skills to bring about desired change.

c) The purpose of staff development is the improvement of the quality of TAFE provision, rather than just the maintenance of its present level.

d) TAFE principals and other senior college staff are subject to the same severe problems which face many senior managers, in particular that most of their previous education and training as teachers has not directly prepared them for their jobs; jobs in which they are expected to be managers who need skills in administration, finance, public relations and staff counselling and above all, managers of educational enterprises.

e) Senior staff are experienced adult educators, and given appropriate assistance, are capable of recognising their own needs and selecting appropriate means of dealing with them. Although planners, staff development officers and line managers should all provide support, the ultimate responsibility for obtaining educational development lies with the individual concerned.

f) Programs designed to meet the educational needs of senior staff should, as far as possible, be proactive. While some staff development must be reactive, it should wherever possible, be a well planned anticipation of needs, not a rushed response to crisis.

g) The best means of meeting these needs is determined by effectiveness (the extent to which the particular method brings about the desired development in the staff member) and efficiency (in terms of use of resources, human, financial and time).

B. METHODOLOGY

A preliminary workshop was held with a group of members of the Australian Association of TAFE Principals Inc. (AATP) during the AATP National Conference (19-9-86) to consider the aims and methodology of the project, as well as to elicit information about staff development needs and preferred ways of meeting these.

A literature search was carried out to discover the problems faced by senior college staff, and how these problems might be overcome. From this, a list was begun of areas in which staff development might be needed by some TAFE senior staff. The findings of the researchers tended to overlap and it became clear that there are a number of generally accepted areas in which senior staff are likely to experience difficulties. This list was discussed orally or by letter, with a number of interested senior college staff and staff development officers and in the group interviews. The list and a discussion of it are in Chapter VII.

Interviews were held with over 250 senior staff in seventeen colleges of TAFE, from all states and territories except, for reasons of cost, Northern Territory. The colleges were chosen at random with regard to their attitude to staff development. They were selected so that the group would include one city and one outer metropolitan college (from all authorities except ACT and Tasmania) and the group would include a number of country colleges, colleges that were large, medium and small, multi-purpose and special-purpose, and new and well established colleges.

In addition, the draft report was sent, with a request for comment, to all Northern Territory colleges of TAFE and to a random group of very isolated country colleges. In this way it was hoped to obtain views from a random, national cross section of TAFE senior staff, working in a wide variety of colleges and positions. It was considered that visits to colleges by the researcher were more likely to generate representative and detailed responses than would questionnaires which are often only answered by those particularly interested in the topic. This proved to be true - all colleges approached arranged interviews and all senior staff who could possibly attend did so. This contrasted sharply with the much lower response rate to the mailed draft report. As a result of the interviews and correspondence, the draft was extensively rewritten to form this report.

The colleges visited were:

NSW:	Orange College of TAFE
	Ryde College of TAFE
	Sydney College of TAFE
VIC:	Ballarat School of Mines
	Box Hill College of TAFE
	Broadmeadows College of TAFE
WA:	Fremantle College of TAFE
	Perth Technical College
QLD:	College of Tourism and Hospitality
	Gladstone College of TAFE
	Seven Hills College of TAFE
	South Brisbane College of TAFE
SA:	Kensington Park College of TAFE
	Light College of TAFE
	South East College of TAFE
ACT:	Woden TAFE College
TAS:	Hobart College of TAFE

Each college was sent, before the interviews, a preliminary draft of this report, plus multiple copies of a shorter paper containing a brief description of the project and its aims, the assumptions behind it, a list of possible recommendations, a list of possible problem areas, a list of methods of assessment and a list of ways of bringing senior staff together. These papers formed the basis of the discussion during the interviews, but discussion about other staff development issues was also encouraged.

CHAPTER II: LITERATURE REVIEW - THE NEEDS OF TAFE COLLEGE SENIOR STAFF

Charlton, Gent and Scammells (1979) found that senior staff of British technical colleges were often promoted to their positions on the basis of their record of success as a teacher, although teaching skills had little relevance to the new duties the senior staff manager would undertake. Sladden (1986) found a similar situation still occurs in Australian TAFE. Charlton, Gent and Scammells stressed the need for principals to be provided with a continuing program of administrative training. They recommended a career development program which linked formal instruction with wider and more complex experiences at different professional levels within the educational system. The formal instruction should include an analysis of the development and place of colleges within the educational system, particularly the changing role of the principal. They found a need for principals to gain an understanding of the problems of their staff and students, and of modern management techniques. Interviews conducted for this paper (see Chapter VI,) confirm these findings - promotion to senior college positions is usually based upon competence and seniority as a lecturer rather than a person's ability to perform the quite different duties required of senior staff. Interviewees frequently reported that they were not provided with sufficient training in these new areas before starting in their new positions. The concept of a continuing, broadly-based career development program is supported throughout this paper.

Wheeler (1974) points out that most educational administrators will have learned skills and techniques of management while working in only one or two colleges. When they are promoted to a larger or different college, they will try to apply these methods which may be quite inappropriate in the new environment. Thus there is a need for broad training.

Mackay (1978) found senior Victorian college staff considered that the following were the most important areas for staff development:

- developing skills and understanding procedures in managing staff;

- gaining an understanding of TAFE and its likely future development;

- acquiring skills and understanding procedures in college administration;

- developing the skills needed to provide educational leadership.

Senior staff in Mackay's study also regarded the following specific skills as essential:

- communication;
- developing teamwork;
- human relations;
- decision-making;
- delegating authority;
- financial management;
- innovating;
- adjusting to change.

Fordham and Ainley (1980) found similar needs to Mackay, plus the need for:

- skill in extra-institutional management;
- understanding TAFE and its administration;
- developing strategies of staff development;
- skill in relating to the community, commerce and industry.

People consulted during this report confirmed that these are still areas in which senior staff may require staff development, and these skills are included in the list of Areas in which college staff currently may require further development (p.68-70). Since Mackay's and Fordham and Ainley's studies new areas have been identified, notably in coping with new groups of students coming to TAFE, technological advances, more restricted college budgets and a greater emphasis on accountablility.

Fordham and Ainley describe the collaborative model of staff development, which they consider is appropriate for TAFE, as senior staff have considerable autonomy and are formally responsible for the development of their staff. In this model, the staff and the senior management together discuss and assess the needs of the college and its staff and agree upon the relative priorities of those needs. Staff then participate in staff development programs in these priority areas. The officers participating in the program and senior management jointly evaluate the outcomes of the program. This model is shown in Figure I. It is an alternative means of determining

staff development needs to those discussed in Chapter IV, and focusses on the needs of the organisation (the college) rather than the needs of the individual staff member.

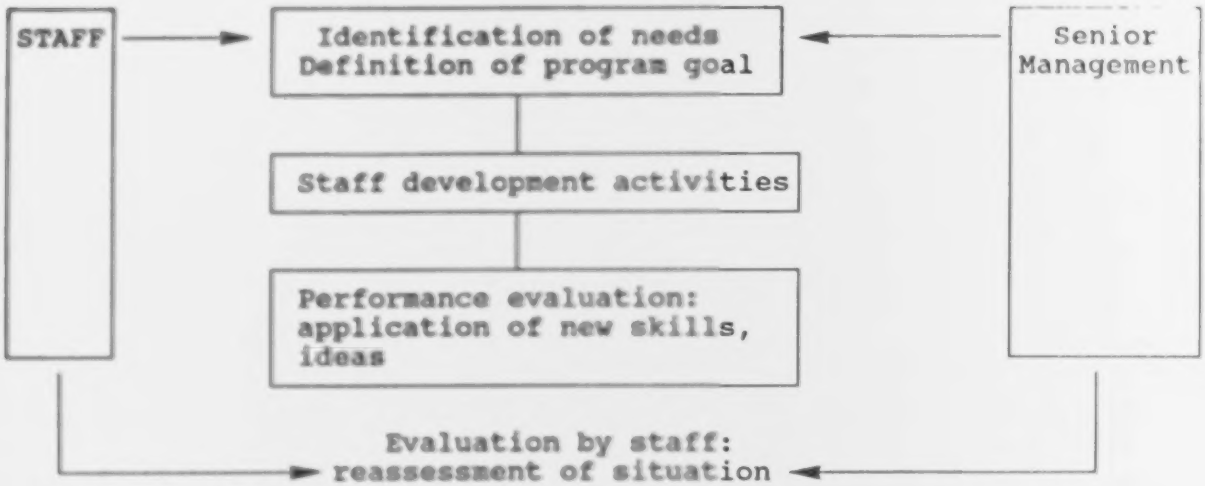

Figure I: The Collaborative Model of Staff Development from Fordham and Ainley, (1980), p.40.

Edmunds (1981) found that WA TAFE senior college staff considered that their most important professional skills related to managing their staff. These were skills in:

- human relations and understanding behaviour;
- involving staff and developing teamwork;
- delegating authority;
- communicating.

Other skills they considered very important were in:

- understanding TAFE and its likely future developments;
- knowledge of the TAFE administrative network.

Prentice and Smith (1985 p.11) found problems for senior staff were caused by:

- fundamental changes in the mission and purpose of the institution;
- increased public scrutiny of the institution's academic and financial performance;
- increased and sometimes conflicting demands for diversification of courses and delivery systems;

- integration of new technology into traditional systems;
- heightened competition between institutions for enrolments;
- contraction of enrolments and funds for some institutions;
- an urgent need for staff retraining to cope with these changes;
- development of 'academic' unions.

Aloise (1985) asked the heads of all TAFE authorities to list the most important educational needs of their senior staff. The answers generally fell into five categories:

- organisational management and administration;
- the management of staff;
- management of change, both social and technical including strategic planning;
- management of the educational process;
- understanding TAFE and its context - industrial, social and economic.

She found that it was extremely important for staff undergoing professional development to form a clear concept of their own and the program's objectives, in order to become committed to their own professional development, and to the particular development program provided as a means to this. This is a strong argument for staff to be involved actively in every aspect of their development - participating in their own performance appraisal, in devising an action plan for their career development, and in choosing an appropriate staff development package.

Pyle (1986) surveyed Queensland TAFE principals to find which aspects of their work they considered most important:

- knowing about TAFE as an organisation;
- managing/leading in participative ways;
- working with/for the community;
- working with staff;
- communication;
- planning/setting objectives;
- being a further educator.

This list is very similar to that of Fordham and Ainley (1980) above.

Pyle also identified those duties the principals and their close associates considered of little importance. These were:

- teaching;
- handling 'administrativia';
- being a subject specialist;
- dealing with students.

This indicates that they felt that upon becoming principals they should adopt a broader perspective than they had had as teachers. Instead of being concerned with operational details they should be concerned with the more general running of the college as a whole.

The principals in Pyle's survey reported that although they regarded planning to be of major importance, they spent little time on it, while they spent a lot of time attending meetings and dealing with 'administrativia', both of which they considered to be of relatively low importance. Pyle concluded (p.294) that this 'administrativia' should be reduced to allow principals more time for educational activities if TAFE principals are to become more effective and efficient. This problem was raised by many of the interviewees (p.62, 63).

Stevenson and Laird (1986) stress the need for principals to develop skills in instructional leadership to provide support to their staff as they adapt to change. The SA Department of TAFE Curriculum Branch (1986) emphasised the need for all staff to learn about the new client groups which have special needs. These groups include older workers who have been retrenched, trainees, women returning to the workforce after childrearing, Indo-Chinese refugees, etc.

WA TAFE (1986) consider that:

> . . . key issues which are likely to influence the effectiveness and efficiency of TAFE within the next few years are:

- the performance of TAFE's self supporting activities;
- educational and service standards;
- human resource standards;
- management flexibility in a dynamic environment;
- resource networking;
- community and staff participation in planning;
- TAFE's capacity for innovation.

(WA TAFE 1986 p.17)

The literature review reveals that researchers are tending to find the same list of needs for TAFE senior staff. This suggests that current needs are known, although changes in TAFE will result in the continual emergence of new needs. A list of those areas of particular significance for the professional development of TAFE senior staff has been compiled from the literature, and is presented in Chapter VII. The content of staff development programs for TAFE senior staff should be considered in relationship to their known needs and their likely future needs.

Mills (1987, p.65) recommended that at each TAFE college there be an Assistant Director (Assistant Principal) to be responsible for the financial, business and general administration of the college. This would allow senior academic staff to concentrate upon educational management and leadership areas for which their experience is far more relevant. It is clear that roles for senior staff require clarification, and decisions should be made about what should be done and by whom.

Skilful leadership is a quality which must be developed, even in those who have a natural aptitude for it (whether it is possible to develop it in everyone is beyond the scope of this report). Sometimes it develops after years of experience, but this learning process will occur more quickly if an appropriate method is provided for teaching the specific skills involved (see p.69, 4).

TAFE, in common with other educational systems is operating under a number of different pressures. Some of these pressures are external, such as government legislation (for example, equal opportunities); pressures to accommodate different groups of clients (for example, increasing numbers of full-time school leavers); national economic problems leading to uncertainty about funding; the need for increasing co-operation with other tertiary providers and with schools; the pace of developments in technology which have an impact upon the teaching of skills; and increasing pressure for all publicly owned institutions to be accountable to the community for the quality and efficiency of their service.

It is likely that there will be no further immediate growth in the share of the Australian economy devoted to public expenditure. In these circumstances TAFE will need to compete more vigorously with other existing and emerging demands to maintain an adequate share of public resources.

Other pressures that come from within the TAFE system itself include changes in curriculum and modes of course delivery, lack of promotional opportunities which may have a negative effect upon staff morale and which limit staff mobility (thus also limiting the diffusion of ideas), and college budget restraints and cutbacks which force changes in the provision of services.

The WA Technical and Further Education Corporate Plan and Management System, 1986-1988, states that the major challenges to senior staff are in areas of cost effectiveness and of accommodating within a fixed budget the strong government and community pressures for expansion, while maintaining high standards of courses and services.

The extent to which TAFE succeeds in overcoming these pressures will depend largely upon the quality of leadership provided by senior college staff, and the effectiveness with which they are able to guide their colleges through the maze of these demands and pressures. Staff development is one means of assisting senior staff to meet these challenges. The development of the college is largely dependent upon, and in turn itself influences, the continuing professional education of its senior staff.

TAFE needs staff who are willing to examine critically what they are doing and if necessary make changes; staff who communicate openly, negotiate, and can work as a team to solve problems. Henderson (1981) stressed the need for strategies for promoting organisational change oriented around organisational development. In this model staff development is provided for all the members of an organisation (such as a college or a department) who can then work together, and develop a shared understanding of what is needed. These people can then create new organisational relationships and behaviours based on reconsidered attitudes and expectations. The key variables for change Henderson (ibid) listed are the 'climate' of the organisation, its leadership and the exercise of authority, the relationships between its staff, and their attitudes and receptivity to change. Staff development programs will not have real or lasting success unless they complement existing organisation attitudes, expectations and behaviours.

Some staff development programs can be offered to all the relevant members of an organisation - speakers can be brought to the college or workshops held there, printed information can be circulated, discussion groups formed, films shown etc. However, sometimes it is quite impracticable to involve the whole group, especially for staff development programs which require attendance outside the college. For this reason, when individual staff members attend staff development programs they should share as much as possible with their colleagues, whether by circulating a report, holding a seminar or workshop or other means. Informal discussion, while useful, rarely is as effective in spreading ideas widely. Those who attend conferences should use the opportunity to assist the whole organisation, for example, by making contacts for colleagues, collecting material which could be of use to them, etc. This organisational approach not only means that more value is gained from expensive attendance at conferences, but also it fosters a more collegiate spirit which improves the 'climate' of the organisation.

Interviews conducted during this project confirm Prentice and Smith's claim (1985:11):

> In many Australian tertiary educational organisations today there has never been a greater need for purposeful, skilful leadership in the management of an organisation's most valuable asset - its human resources.

As in most areas dealing with individuals, there are no hard and fast, universally applicable methods for the professional development of TAFE senior staff. However, there is a wide range of existing and potential practices with their separate advantages (and disadvantages) which make them more or less suitable in particular situations. It is important that staff development programs are offered using a variety of modes and different contents to cater for individuals' preferred learning styles, needs and work situations.

Cullen Egan Dell (1985a) found that each TAFE college put an individual emphasis on the combination of skills and knowledge it required in its principal. This combination was particularly influenced by the size of the college. This means it is difficult to decide upon priorities or reinforce an individual senior staff member's needs from a long term perspective, as these needs will vary according to the particular position the individual holds at any particular time. However, it is essential also to maintain a long term individual development plan which will provide a framework to integrate separate topics. This has implications for the career development plans discussed in chapter III.

Duignan (1986) found in a study of school principals that practising principals must have the primary responsibility for their own professional development. Others could only facilitate this by providing support, developing frameworks and structures, and generally presenting opportunities for the principals' professional development. This is equally applicable to TAFE college principals.

Hennessey and Hughes (1984) claimed that self development is the most potent form of management development. However, experienced guidance is needed initially for individuals to use this method. They explain that managerial effectiveness is only meaningful in a specific context. Programs to increase this effectiveness must provide plenty of opportunities for participants to experiment with the theory they are learning in their own work situation.

Lonsdale and Bardsley (1984) found that a high proportion of senior staff of colleges of advanced education were eager to receive information about their own job performance. Lonsdale and Bardsley concluded that senior staff are often in isolated, demanding positions with little opportunity for informal feedback on their performance. Accountability and performance are increasingly emphasised so it is not surprising that senior staff should feel a need for useful feedback.

Garwood (1985) recommended that TAFE college staff should be provided with information which would enable them to develop skills in self-review and self-diagnosis of their personal staff development needs. Staff should accept responsibility for their own professional development. He stresses the need for openness, trust and support and recommends that evaluation of staff development activities should be designed to avoid suspicion or threat concerning motives or the discrediting of individuals. Evaluation of TAFE senior staff is discussed in Chapter III.

Edmunds (1981) found senior staff preferred their training to be run by TAFE itself and to be college-based. Only a few senior staff he surveyed wanted this staff development to lead to formal qualifications. However, this may be changing - many of those interviewed in our study were interested in obtaining formal qualifications.

Humphrey (1986) stressed the need for principals to develop the skill to motivate staff. She considers that a suitable staff development package for senior staff would provide a combination of formal, higher degree studies, short external courses and non-accredited residential programs. Ryan (1986) urged those who hold management positions in education to learn from the management expertise of industry.

The question of whether participation in an on-going staff development program should be part of the job description of all TAFE lecturers remains unresolved. Some authorities insist upon this participation. For example, in recent years senior staff in Queensland have been required to participate in a series of staff development programs to increase their administrative skills and their competence in educational leadership and management. However, this is not written into their job descriptions. In the USA, participation to a precisely quantified extent in a staff development program often is part of the terms of employment. Garwood (1985) points out that staff development may become mandatory for all TAFE teachers in the future. Unfortunately, while staff development remains voluntary it is difficult to overcome the tradition of giving it a low priority in TAFE's overall plans (Prentice and Smith 1985).

Those receiving staff development must do so at an appropriate career stage, when the skills are needed, rather than having to wait until they have already tested their competence in the area. This suggests that each person needs a means of discovering his or her individual staff development needs and assistance in determining how these can best be met. The trend towards open advertisement of TAFE vacancies means that some new senior staff may have no first hand experience of TAFE, while others have many years of experience in TAFE. Therefore, their professional development needs will be very different. Both, however, will need to keep abreast with new developments as their TAFE authorities evolve.

The agreed national policy of The Australian Association of TAFE Principals Inc. (1981) states that each TAFE teacher should be involved in a professional development program. During the 1980s there has been increased pressure on TAFE teachers to provide more services to a wider clientele, using increasingly sophisticated technology. The need has increased for staff development to be recognised as part of the job, not just an optional extra.

Therefore it is recommended that:

- Every TAFE teacher, including senior college staff, should be involved in a continuing and individual professional development program. Participation in some form of staff development each year should be a professional expectation of all TAFE teachers and written into their duty statements.

Long (1986 p.7, 8) recommended that 'a staff development responsibility statement be placed on every duty statement', as he saw 'a definite need to promote the idea that staff development is an ongoing responsibility of senior staff throughout TAFE.'

Some professional associations have found ways of encouraging their members to undertake continuing staff development. The Australian Society of Accountants in August 1984 created a new level of membership: Certified Practising Accountant (CPA). To be eligible for this, members must undertake a minimum of twenty hours' professional development per year. This concept could be considered by groups such as the AATP. By their active and open involvement in their own and their staff's professional development, senior staff can serve as models to encourage the participation of other college staff.

Galbraith and Gilley (1986, p.3) define professional certification as a voluntary process by which a professional association measures and advances the competencies of the association's individual members. They report that professional certification promotes professionalism and enhances the profession's public image. They state (p.5):

> Professional certification programs must take into account the ever-changing nature of a profession and adjust their qualification criteria accordingly. This serves as a feedback mechanism to academic programs that are responsible for the development of current and updated curricula used in the preparation of practitioners.

Mackay et al (1978) pointed out that staff development provides participants with opportunities for their personal growth and renewal, as well as career advancement. They concluded that as both the organisation and the individual participant benefit from staff development, both should contribute time and money to it. This paper agrees that both TAFE and the individual staff member benefit from staff development and that TAFE staff should be required to attend some staff development programs during their holidays or complete some individualised learning packages in their own time. In practice, many senior staff are already contributing time by working extra, unpaid hours to catch up with the work they would normally have done at the time they were attending the staff development program. Time for staff development should also be allocated officially in time tables so that it will have the same status as other parts of the workload, not merely something that is squeezed in when time permits. The overwhelming majority of our interviewees (Chapter VI) agreed with this concept of a joint contribution of time, regarding it as a reasonable professional expectation.

Therefore, it is recommended that:

- both the TAFE authority and the staff member be required to contribute time to the professional development of the staff member.

This literature review has revealed the <u>current</u> major staff development needs of TAFE senior college staff, and the major issues involved in providing for these. As TAFE, as part of our society, is constantly changing, so too will both the needs and the concerns of its senior college staff.

CHAPTER III: PERFORMANCE APPRAISAL AS A BASIS FOR STAFF DEVELOPMENT

Australian TAFE colleges differ widely in size, programs, students, their communities and their internal structures. Thus the demands upon their senior staff will also differ, although of course there will be many elements in common. For example, when new policies or procedures are introduced, all those involved may require the same staff development. Other developments may only be relevant to one or a few staff members. Some staff development will be needed by individuals to build upon their strengths or overcome weaknesses. Each individual has his or her own experiences, interests, aims and learning style, which will also determine the type of staff development which is appropriate. This means that the particular combination of staff development provided ideally should be designed on an individual basis to cater for these differences, to meet present and anticipated needs. Some experts believe that this makes performance appraisal essential. Drew's (1986) comments about principals apply equally to all college senior staff:

> . . . they will need to take steps to become aware of the competency profiles which are most appropriate for their present roles. They must also look to development which they will need to move into different and more challenging roles. We are again confronted with the need for individualised development programmes and hence individualised needs analysis (that is performance appraisal).

The objectives of performance appraisal are to identify performance strengths which might be enhanced, and weaknesses which might be reduced or overcome. Performance appraisal also encourages examination of workload and priorities as well as facilitating priority determination. It enables senior staff to learn how their professional performance appears to others, and whether the most appropriate management style is being used. In this way it can help staff become more effective, as well as being the basis on which to determine professional development needs.

To be most useful, appraisal and staff development should be interwoven. Before staff development is planned, it is necessary to know just what particular development is needed. Appraisals provide information about strengths and weaknesses both of which must be considered in a development program. Needs change, and so appraisals should occur regularly thus forming the basis of a new staff development plan (NSW officers may apply for an assessment every three years). When used in this way, appraisals and staff development jointly contribute to the professional growth and performance of individual staff members.

Some TAFE senior staff, recognising that for effective staff development to occur it is necessary that individuals be aware of their own strengths and weaknesses and analyse their staff development needs, have begun using Human Resource Development (HRD) methods of performance appraisal. HRD means developing an organisation's human resources--in this instance the college staff, whose salaries are, in fact, the most expensive item in TAFE's budget. Sachsse (1985) defines HRD as:

> a comprehensive and integrated approach to the management of staff . . . it incorporates: a review of duties; an inventory or profile of each human resource; career counselling; performance appraisal; consideration of the quality of the work environment; goal setting; and finally the monitoring of outcomes . . . the above components are inter-related and . . . cannot therefore be treated in isolation.

HRD aims to make staff as efficient and effective as possible by helping them to develop their individual talents and abilities. In this method it is crucial that the person being appraised takes an active part in the appraisal process. The appraisal is for him/her, not the department or other purposes although the department and others will certainly benefit indirectly from it.

Without some form of appraisal or evaluation, individuals may well have 'blind spots' where they are unaware that they lack expertise or have become out-of-date. When one knows little about, or one is not particularly interested in, some new development or particular area, it is sometimes easiest to ignore until it suddenly becomes a problem. By this time the senior staff member may have developed a negative mental attitude to the particular issue, based on incorrect assumptions which will hamper later learning.

For people to consider their professional needs impartially, appraise their own performance critically, and recognise and discuss their shortcomings, it is essential that the appraisal be confidential and completely separate from any evaluation used for consideration of promotion, tenure, study leave, etc. Without this separation, performance appraisal would become threatening and therefore less objective and people would be disinclined to make a constructive self-criticism of their own performances (McCarthy 1986). This issue must always be considered when methods of appraisal for staff development are being examined.

Performance appraisal must be based upon criteria which in turn are based on a job analysis with performance standards. These should indicate the level of performance needed to do the job well. The work done by TAFE senior college staff varies both within and between colleges and considerable preparatory work would be necessary to determine appropriate criteria and standards for groups of like jobs. Lonsdale (1986) conducted a series of workshops at the Western Australian Institute of Technology (now Curtin University of Technology) which aimed, among other things, to clarify the roles of heads of departments. This was seen as an on-going need as roles are continually changing, reflecting the development of the institution. It was found that the workshops led to an awareness of new approaches to leadership and management, and that discussion and experiential learning led to modifications of departmental heads' concepts of their roles.

As society itself changes and TAFE and individual colleges evolve, jobs also change over time, in both duties and level of skills required. Professional development can never be completed as new areas of expertise are continually required. This means that provision must be made for regular, on-going evaluation. It is important that senior staff regularly have the opportunity to spend some time considering what they are doing, how and why it is being done, and what are their short and long term objectives--personal and for TAFE. Evaluation is not only essential to identify staff development needs, it is in fact part of the staff development process.

Leibowitz et al (1986, p.8) described this interaction succintly:

> . . . career development without performance appraisal is hope without realism; performance appraisal without career development is realism without hope.

Marsh (1986, p.421) describes the self-evaluation format used in English colleges of further education:

> The process consists of, first, a set of basic questions designed to enable members of staff, whatever their roles, to reflect on their job, its tasks and roles, and on their effectiveness within that job and in the college as a whole. The prime intention of such reflective evaluation is, as part of professionalism, to unlock talents, examine the positive aspects of individual skills, talents, and contributions, and by identifying any difficulties, lead towards conscious personal and professional development. Each individual may wish to generate further questions of significance under each heading.

So that the officer will have confidence in the performance appraisal, it is important that he or she be actively involved in it--that is, self appraisal should occur. However, as everyone has 'blind spots', it is better if appraisees choose one or more others in whom they have confidence in order to negotiate the performance appraisal. These negotiations should be directed towards the future, and towards ways in which performance can be improved rather than dwelling upon past weaknesses. It is important that realistic goals be set which can be accomplished within a reasonable time.

The other appraiser(s) could be one or more of the following provided he/she has sufficient firsthand knowledge of the job and the appraisee's performance in it:

- the line manager of the appraisee
- a peer
- a subordinate of the appraisee
- a person outside the college
- a member of the college or authority's staff development team
- any combination of the above.

The appraiser(s) would require considerable knowledge of the appraisee's job (access to a job analysis) as well as an appreciation of a satisfactory performance in it (the criteria for the evaluation). All appraisers before conducting an assessment should be provided with information to develop an understanding of, and a positive attitude to, performance appraisal, plus skills-based training in its use.

If those involved in the appraisal choose, the effect of the appraisal can be increased by the appraiser giving specific feedback whenever appropriate on an ongoing basis, not just in a formal review immediately after the appraisal (McCarthy 1986).

Performance appraisal is an issue with which TAFE authorities are now coming to grips, and whether and how it will be introduced is a policy decision to be determined by each authority. However, increasingly, both unions and TAFE staff are becoming aware that the choice may be to be involved in designing and implementing performance appraisal or to have it imposed. The report for the NSW Minister of Education Quality education - teacher efficiency review (June 1985) focusses on strengthening the monitoring and assessment of the efficiency of teachers, inspectors, principals and school executives by increased hierarchal control. It is recommended that this responsibility be listed in the detailed role specifications of line managers (Smith 1986). Smith stresses that procedures adopted for the evaluation of educators should recognise the essentially humanistic nature of teaching and encourage professional relationships which will facilitate personal growth and which are built on collaboration rather than hierarchal power. The type of HRD appraisal advocated in this paper is built on such a system. It may be in the interests of TAFE officers to introduce their own methods of appraisal rather than have a more hierarchal system imposed.

Therefore it is recommended that:

- provision should be made for regular confidential performance appraisal of all TAFE college staff throughout their careers to be used only for staff development purposes, not for selecting officers for promotion.

WA TAFE in its Corporate plan and management system 1986 - 1988 (1986, p.40) lists as an objective:

> 7.2.2 TAFE managers in conjunction with TAFE Staff Development Unit to regularly review the currency and adequacy of staff skills and to help staff develop appropriate programs of skill enhancement.

NSW TAFE has a voluntary advisory/assessment plan (TAA 3 1987) for all TAFE teachers, including senior staff, with three or more years service. It is used to help staff assess their progress, assist and co-ordinate comprehensive career planning, and formulate an action plan for each officer's professional and career development. The plan is negotiated and agreed upon by the officer and an advisor. This advisor may be the teacher's line manager or another senior officer nominated by the teacher. The teacher seeking advice must nominate the areas in which advice is sought. The advisor and the teacher may continue to discuss and build upon the plan while it is being implemented. The advisor in this way can be used as a mentor. The TAA 3 is confidential - no copies may be made and the original is retained by the person appraised. Another TAA 3 cannot be applied for until three years have passed, and any previously formulated action plan has been implemented.

In Queensland, as part of their objective to develop a collaborative style of staff development, it is TAFE policy that professional development staff be available to assist the college-based staff development committees in developing and undertaking needs analysis (Queensland TAFE 1986).

Humphrey (1986) speaks of the importance of management's role in motivating college staff to identify with the goals of TAFE and of their colleges, and to develop their professional skills. Line managers with their close involvement with their staff should be able to assist in the assessment process, the discussion of the staff members' career path and in analysing problems and identifying options to help their staff determine what professional development package would be most useful for them, as well as for the present and future needs of TAFE. If this became part of the job specification of all line managers, it would assist TAFE to develop a flexible and motivated staff, and anticipate its future requirements. However, if needs and weaknesses are to be discussed openly, then there must be considerable trust between the staff member and his or her line manager. Unfortunately this does not always exist, and involving someone else, such as a staff development officer, may sometimes be preferable. Allowing people to choose their own assessors is a key element in this method's success.

The process of evaluation can itself help staff clarify their career aspirations, particularly when the evaluation is used as a basis for discussing goals with colleagues. A personal action plan can help the staff member learn what he or she can do to move towards his or her career aspirations. Staff develop a clearer concept of their professional aspirations, and what they can do to achieve these. In this way, a collaborative style of staff development is used whereby each officer has the major responsibility for his or her own professional development. Colleagues and professional associates can provide support, assist and give guidance in developing the program, set up structures and provide opportunities. However, 'ownership' of their professional development program increases officers' involvement in, and commitment to, their development, and so very much increases the effectiveness of the program (Fullan, 1982, Berman and McLaughlin, 1978). As Aloise (1985) points out, feeling obliged to attend staff development courses can create negative feelings in staff, such as insecurity about the reason why he/she was sent, or his/her ability to perform well in the program. Morale and commitment to the program can fall if staff do not recognise their own need to attend it.

When strengths and weaknesses have been identified, appropriate educational development can be provided so that senior staff can gain more expertise in problem areas. In areas of strength it also may be appropriate to have additional development so that those with a special aptitude may develop themselves further and so make a special contribution to TAFE in this area. TAFE authorities should encourage the development of an appraisal scheme as a means whereby senior college staff can become aware of their own professional strengths, weaknesses and goals and so of their staff development needs. Among the methods whereby the strengths and weaknesses of senior staff may be assessed are:

a) self appraisal;
b) peer appraisal;
c) appraisal by colleagues;
d) appraisal by specialist group;
e) appraisal by a specially set up Appraisal Centre;
f) appraisal by line manager or other superiors.

a) <u>Self appraisal</u>

As professionals, senior staff are of course, continually appraising their performance informally. There are structured systems whereby people can appraise their own performance formally, but valuable additional insights can be gained by obtaining information from an impartial, trusted observer with a different perspective.

b) **Peer appraisal**

This is appraisal by others at the same professional level as the appraisee. These peers may be colleagues working side-by-side with the appraisee or may, as in the case of principals, have to be drawn from other colleges.

Senior staff who are isolated from their peers, such as principals of country colleges, or senior staff in very small colleges or in a highly specialised field, are particularly likely to gain from the interaction provided by peer evaluation and support. Special attention should be paid to their needs to ensure that they are able to participate in any such scheme.

In 1985 the Staff Development Committee of the Congress of SA TAFE Principals proposed that the peer appraisal system be examined as a means of furthering the professional development of member principals. The Congress meeting of 25th July, 1985 expressed support for those principals who wished to participate in a pilot program, and a voluntary peer performance appraisal scheme was begun in 1986. The Congress considered that the benefits of this process derive from:

a) self evaluation while preparing for discussion with a mentor;

b) building on identified strengths;

c) recognition of weaknesses and identification of necessary strategies to reduce these weaknesses;

d) role clarification;

e) identification of staff development strategies;

f) information sharing.

The requirements of a peer performance appraisal model were:

- voluntary participation;
- confidentiality;
- trust, honesty and openness;
- personal choice of mentors;
- principal control, design and ownership of the process;

- development and growth oriented;

- it should be directed towards developing strengths and minimising weakness;

- participants must have an understanding of the other's college.

(Congress of SA TAFE Principals 25-7-87 p.3)

A peer appraisal workshop was held on 16/10/86 to discuss the issues involved and to begin a voluntary pilot program. It was decided that:

1) the objectives of the appraisal activities must be very specific:

   a) clearly defined beforehand;
   b) limited;
   c) realistic;
   d) measurable;

2) the contracting between the parties must be voluntary;

3) both the contract and form of feedback should be agreed upon beforehand.

All groups of principals involved in the pilot study agreed on the need to obtain honest and informed feedback and performance appraisal. They supported a peer performance appraisal model as one element of the feedback system, but stressed the importance of separating this from personnel selection procedures. The majority of participants agreed that principals required feedback from their peers and subordinate staff. Where principals considered it to be appropriate they could also invite feedback from their College Councils and or Central Office. The participants recognised the need for expert assistance to help individuals draw up their professional development plans.

The proposed Peer Performance Assessment methodology is:

- Principals form groups of two or three people or two with a senior principal who will act only as a resource person. Care is taken to avoid selecting colleagues who share a common philosophy as this could make the exercise merely self-confirming rather than an opportunity to question values and existing behaviours.

- Each principal provides an oral presentation to the other principal(s) based on the framework provided (see below).

- The groups arrange visits to each other's colleges so that they can gain some general understanding of the colleges and in particular, of their management processes.

- Each group decides upon a mutually acceptable means of providing feed-back.

- The staff development committee of the Congress of SA Principals provides support throughout the process.

The principals who participated in this pilot program used the following steps as a framework within which to conduct peer performance appraisals:

- Outline your college management structure, describing your philosophy towards managing your college and your style of leadership/management.

- Outline what you see as the key functions/responsibilities of a Principal.

- What do you see as your main strengths as a Principal?

- What do you see as your needs in terms of management skills?

- What mechanisms do you have for assessing your own performance?

- Have you undertaken any management programs?

- If yes, what benefits do you believe you gained from the program(s)?

- If no, do you believe you need to undertake such a program?

- What benefits do you believe you would obtain from such a program?

- What do you see as the key problems facing you in your role as Principal in your college?

- Have you formulated any strategies for tackling these problems?

- What are your career aspirations in the short medium and long term?

- How are you proposing to achieve these objectives?

- Outline the strengths and weaknesses of your management team.

- How do you organise your management team to make the most effective use of their strengths?

- What action are you taking to overcome their weaknesses?

- How do you see your relationship with your college council?

- Comment on college council structure and effectiveness.

- Comment on the effectiveness of your relationship with Central Office and on ways in which it may be enhanced.

- In which of the following areas do you believe you would benefit from further development:

    planning, budgeting, management of human resources, management of physical resources, development of education programs, negotiating, evaluation programs, curriculum, etc.

This pilot program will be evaluated in June, 1987 and depending upon that evaluation, could become a model for assessing the performance of senior staff.

The Victorian Association of Directors (TAFE) in 1986 established a working party on management development with the following objectives:

1. to develop its members as managers and leaders
2. to develop the management processes within its member's colleges.

One strategy to achieve these which the working party is exploring is an investigation of a peer appraisal model. The questions which are used as a basis for discussion in this assessment are listed below:

Outline your college management structure, describing your philosophy towards managing your college and your style of leadership/management.

What do you see as your main strengths as a Director?

What do you see as your needs in terms of management skills?

How do you determine how you are performing?

Have you undertaken any management programs?

If yes, what benefits do you believe you gained from the program(s)?

If no, do you believe you need to undertake such a program?

What benefits do you believe you would obtain from such a program?

What do you see as the key problems facing you in your role as Director in your college?

Have you formulated any strategies for tackling these problems?

What do you see as your personal objectives over the next three years?

How are you proposing to achieve these objectives?

Outline the strengths and weaknesses of your management team.

How do you organise your management team to make the most effective use of their strengths?

What action are you taking to overcome their weaknesses?

How do you see your relationship with your college council?

Comment on the council committee structure and the powers delegated to you by your council.

Those participating found that this model emphasised how directors (principals) could develop, rather than merely judging their performance. (This is one of the strengths of this model.) They found that those participating had to work together, initially spending several days together in each others' colleges to gain firsthand experience of each others' working environments. This included having meetings with other senior staff in the colleges. This close working relationship also allowed the participants to develop trust in, and rapport with, each other. These initial relationships were important so that any later critical or analytical comments could be made and accepted in an open and supportive way. This particular assessment model requires that those involved, co-operate over an extended period (of at least six months) (Davey and Wilkins, 1986). This investigatory appraisal is still continuing.

Cullen Egan Dell (1985a) point out that other professions such as Law, Medicine and Psychology have developed effective peer appraisal and support systems which (are able to) respond quickly to specific issues. Administrative controls can prevent role conflicts such as evaluators being selectors for promotion. Cullen Egan Dell recommended that a Peer Appraisal and Support Scheme be adopted throughout Australia. This paper advocates more individual choice of appraisers by the appraisee.

The peer appraisal method has the advantage of encouraging a collegiate attitude, and the sharing and discussion of ideas. Visiting each other's college enables the principals to learn new methods of operating, and to question and discuss current practices. However, to be totally successful, this model requires the participants to discuss their weaknesses openly with a trusted peer or peers. Unfortunately these peers may later be rivals for promotion or some other benefit. While this system may work for some individuals, it may be too idealistic to expect people to be unreservedly open in such a situation.

c) Appraisal by colleagues

Pyle (1981) suggests a method which may overcome the problem of reluctance to discuss weakness with potential rivals. In this model the officer selects, and asks six to nine of his/her close professional associates individually to provide information on either the necessity for change in particular areas or, less threateningly, the perceived benefit to the college of his/her activities in these nominated areas. Officers undergoing assessment compare this information with their own assessment of their need for change in the same areas. This method has the advantage of providing a number of opinions from associates whose judgement the person being evaluated respects. Whichever

option is used, and whether the comments are to be anonymous or acknowledged as a basis for further discussion, are negotiated by the officer and the evaluators. This type of appraisal offers senior staff a basis from which to ensure that their skills and knowledge are reinforced and developed over time. In addition, both the person being evaluated and those evaluating gain by experiencing the evaluation process, and it is hoped, by questioning their own professional roles. Pyle's method allows appraisals to be made by a variety of assessors who will evaluate the officer from different viewpoints and using different criteria. These combined assessments should provide the officer with a wealth of information from which to develop an action plan to work towards his/her professional goals.

Pyle (above) in his study of principals of UK colleges of non-advanced further education found that appraisals by their senior college staff helped principals gain a greater understanding of these people's perceptions of the role of the college and the principal's performance within it. The process of evaluating the role of the principal and analysing the importance of individual activities he/she performed, assisted senior staff to develop and clarify their general view of the college. Thus the evaluation was itself a staff development exercise for both those evaluated and those evaluating, as well as assisting in the planning of future staff development.

d) Appraisal by specialist groups

This method has the advantage of ensuring that the appraisers are impartial. As consultants in the area, they are likely to be experts, with a well designed assessment methodology. However, it is also very likely that employing an outside group to provide regular assessments of all TAFE academic staff would be prohibitively expensive. Outside consultants would not have the long term knowledge of the appraisee that peers or colleagues have, so would probably have to base their assessments either on interviews with these people and the appraisee, or small samples of behaviour. Those TAFE authorities which do not already have a method of appraisal might consider commissioning a specialist group to design a method, which TAFE could then carry out.

e) **Appraisal by an Appraisal Centre**

This has similar advantages to method (d), but as it would be part of the TAFE organisation it has the advantage of being carried out by people who already have considerable knowledge of TAFE. Again the appraisal would depend for specific information upon one or more of methods (a), (b) or (c). The Appraisal Centre would formalise, co-ordinate and monitor this process.

f) **Appraisal by superiors**

As part of their duties, line managers continuously evaluate their staff's performance informally and sometimes formally, and many provide guidance in choosing staff development courses. A Human Resource Development Package has been developed by Michael Sachsse and staff of the South East College of TAFE, SA. The package for senior staff is used to develop a career profile, a performance appraisal and analysis, and a developmental program. This model has been used successfully by a number of South Australian and interstate colleges. Both the appraisee and his/her line manager independently complete a performance appraisal questionnaire about the appraisee. These are compared, and a final confidential version is negotiated. This is designed to:

- provide an organised structure within which people may think about their performance;
- enable them to compare their own perceptions of their performance with their line manager's perceptions of it;
- enable the line manager to provide open, useful and positive feedback;
- provide information about the appraisee's professional aspirations and a basis for discussion of these with the line manager;
- provide a basis for deciding on appropriate staff development activities.

This package has not yet been formally evaluated. Its success depends upon good rapport, openness and mutual trust between the appraisee and his/her line manager. Unfortunately this ideal situation does not always exist. As the line manager will play a key part in decisions about future promotions and other benefits, people may be reticent about disclosing and discussing their weaknesses. With these provisos, the Human Resource Development Package seems to be a useful method of negotiating an appraisal and career path, and determining a development action plan. However, a system in which the appraisee nominates his/her appraiser, possibly from certain specified groups, would seem to be more generally acceptable.

At times such as now, when there are less chances of promotion, and there is little staff mobility, staff may become stale or lose motivation. Staff development is particularly important not only to increase skills but to stimulate staff and increase their interest. Involvement with peers and colleagues in evaluating each other, and providing mutual support may provide senior staff with fresh insights into, and motivation for, their professional roles. An appraisal system linked to career paths which treats staff as professionals actively involved in their own professional development and preparation for greater responsibility, encourages the development of a positive self image and greater control over their own professional progress. It would provide TAFE with a consistently and appropriately skilled workforce which is constantly updating its skills and taking anticipatory action to meet TAFE's future requirements.

All staff would benefit from the challenge of evaluating others who are working in a different context from their familiar working environment. This should lead to cross fertilisation and exchange of ideas, a questioning of the value of some duties and the proportion of time spent on others, the gaining of additional managerial skills and a greater insight into broader issues, so that all those involved will develop a clearer perception of their professional roles.

CHAPTER IV: METHODS OF PROVIDING STAFF DEVELOPMENT

Professional development must be of high enough quality to gain and sustain participation by senior staff, who are busy professionals with other important commitments and under pressure of time. TAFE senior staff are themselves experienced adult educators, and so can, and should be demanding in their expectations about the design and content of staff development provision. The content must be of sufficient depth to challenge the participants and in addition, provide practical assistance on its day-to-day implementation. The presenters will need experience and skills to command respect and ensure a quality, interesting presentation. Care is needed in the selection, briefing and monitoring of speakers and presenters, who should be experts in their fields and drawn from both inside and outside TAFE. It is important that all TAFE authorities inform those responsible for the provision of staff development programs about their senior staff development requirements. TAFE authorities also should be involved in the selection of the presenters of all programs designed for them by consultants.

The current major professional development needs of senior college staff are listed below in Chapter VII and these needs generally are consistent between states.

CTEC (1981) suggested there might

> be benefits in co-operation between . . . TAFE system for achieving particular staff development objectives for senior college staff (Vol.1, p.4.)

Compared with other college staff, there are relatively few senior staff. Some have quite specialised needs, shared with only a handful of individuals in several TAFE authorities. Sharing staff development provision whenever possible makes a lot of sense. Economies of scale could be achieved by the development and provision of a limited number of programs at the national level, instead of scarce resources being used to develop quite similar programs in a number of authorities, regions or colleges. Combining resources would allow TAFE to obtain the services of very highly skilled program leaders, and records of such programs could be made available nationally so that all senior staff could have access to them.

This would allow the authorities take advantage of each other's best staff development courses, thus avoiding duplication of research and development expenses. Authorities could, if necessary, adapt these programs to their particular situations. Some colleges have excellent courses which could well be used or adapted by others.

Clearly there are many different modes of presenting staff development to suit different needs and circumstances. Given choice, people tend to select courses presented in a mode which is compatible with their individual learning styles (Honey and Mumford, 1983). It is important to provide a variety of modes as well as a variety of contents. This increases learning effectiveness and ultimately decreases costs.

A list of staff development provisions could be obtained from every TAFE authority and used to compile a national list of the best available components of senior staff development. If this list were compared with known staff development needs, existing gaps could be detected and remedied. One method of making this information accessible could be by computer - all senior staff across Australia could then have access to a wide range of quality staff development. For example, TAFE staff in WA can use any computer terminal which is connected to TAFE's network to obtain details of their staff development courses. This idea could be extended nationally so that TAFE senior staff could access detailed information about any provision for their staff development which is available anywhere in Australia. To assist people to select appropriate staff development, each item listed should specify its objectives, the level of expertise required to benefit from it, and whether it is built upon, or provides the basis for, another item of staff development.

Therefore is is recommended that:

- a means should be established of co-ordinating information about staff development which is relevant to senior staff nationally.

The co-ordinator, who most probably would be working in one of the TAFE authorities' staff development units, would co-ordinate and organise senior staff development activities, and provide information about relevant senior staff development available in Australia. The co-ordinator would be responsible for keeping the list of staff development requirements of TAFE senior staff up-to-date. This would necessitate continual research into the needs of industry, the implications of new government policies, and the monitoring of other issues relevant to TAFE.

Long (1986) writing about Queensland TAFE recommended the appointment of a project manager to develop a program of senior staff training which would be portable, available to staff throughout TAFE, consistent from program to program, use appropriate expertise both within and outside TAFE, utilise appropriate technology and incorporate a practical component. He considered this project to be critical to the ongoing viability of TAFE. These comments also apply to TAFE nationally, and lend support to the suggestion of appointing a co-ordinator.

Among other activities, the co-ordinator could provide a computerised bulletin board system whereby senior staff could share their interests and innovations so that those interested could contact them. In this way, the most isolated senior staff could access contacts and information about developments in TAFE throughout Australia, and networks could be formed.

This co-ordinator would fulfil in TAFE a similar role to that of the National Training Co-ordinator (NTCo) in universities. The NTCo co-ordinates the professional development needs of university administrative staff. The NTCo is responsible for publishing a bi-monthly newsletter of administrative development opportunities for senior staff. This provides information on staff development courses, new and noteworthy publications relevant to the group, summarises features of new training resources and profiles professional associations relevant to senior staff. For forthcoming courses it identifies the sponsor, topic, location, date and inquiry contact. This is a half-time position which was endorsed by the Administrative Staff Conference of the Australian Vice Chancellors' Committee. The role of the co-ordinator is:

a) to raise university consciousness of the need to develop strategies and programs for administrative staff training and development;

b) to act as a clearinghouse for training opportunities and resources available within Australia and overseas;

c) to extend the range of training courses available to university administrative staff within Australia.

The Australian Association of TAFE Principals Inc. could recommend a similar position to be funded by CTEC or jointly by all TAFE authorities to:

a) assist in the development of national staff training strategies for senior staff;

b) encourage and assist in the development of training and development programs for senior staff;

c) collect and disseminate information about available training courses and materials;

d) identify areas in which needs are not being met and devise suitable ways to meet these needs.

It is important that those providing staff development programs consider not only how new ideas and methods can be introduced, but also how they can be dispersed and reinforced. When only one member of a working group attends a program there may be problems if his/her colleagues are not interested in sharing the ideas and experiences. Important aspects of staff development programs should be reinforced at intervals. Too often staff development provision is fragmented. The momentum of the benefits can be maintained by encouraging networking among the participants so they can discuss their experiences of implementing the new ideas, and offer each other support and organise follow-up meetings, newsletters, etc.

When attendance at a staff development program is costly, one factor to be considered in selecting those to attend, should be their potential to share this development with colleagues and/or to bring about positive change in the college. Alternatively, it can sometimes be more economical to bring an expert to the college to run a workshop or seminar. All those staff members for whom the topic is relevant can then attend. This often makes it easier for a new idea or policy to be accepted.

As TAFE itself is constantly evolving, there is continuing need to produce new staff development packages so that staff can keep up with those innovations which are relevant to their work. Flexibility of design in staff development offerings will help TAFE to respond quickly to, and as far as possible anticipate change so that staff will be ready to handle new situations.

Relevant and timely staff development instead of the "band-aid" approach will help to avoid crises. Staff development officers who are kept informed as early as possible of all changes in TAFE policy and practice and the implications of these for staff development, will be in the best position to prepare staff for these changes.

CREDITED COURSES

Within the TAFE systems there is little incentive, financial or promotional, to gain postgraduate professional qualifications (Wood 1982). This may, in part, be because until 1986 no postgraduate education administration courses were designed specifically for TAFE senior staff. The Mills inquiry in South Australia (1987) found most senior staff felt a need for further training in management or financial management, or a formal qualification in management which could help them in their present positions. Mills suggested that consideration should be given to developing a substantial management program.

The Tasmanian Institute of Technology in 1986 introduced the first Graduate Diploma in Educational Administration, TAFE. The aims of the program are to develop expertise in:

- managing the human resource function through astute selection, direction and utilisation of staff which leads to the achievement of organisational goals and participative responses of individuals within the educational enterprise;

- developing personal attributes which engage rapid technological change, fast changing business characteristics, social change and multi-cultural challenges that demand accordant educational responses.

(Graduate Diploma in Educational Administration (TAFE) Handbook, 1987, p.6)

This course consists of four units per year over two years:

Year I
- Induction
- Strategic Management
- Managing Group Activities
- Human Resource Management
- Organisational Behaviour

Year II
- Industrial Relations and Negotiation Skills
- Decision Support Systems
- Budgeting and Financial Management
- Individual/Group Project

Except for the induction period of one 15 hour weekend session, each of these units involves attendance at two intensive weekend residential programs of workshops and lectures each lasting thirty hours, with top executives from both within and outside TAFE who are brought in as visiting lecturers. Students are expected to prepare for the residential programs by completing set reading or assignments which they present at the weekend schools. There is an emphasis on the practical application of knowledge in the participants' work situations. An individual, guided project is undertaken at the student's college to be presented at the second weekend school.

In 1986 students used study group techniques, in which individuals each undertook a separate aspect of a major assignment and then combined their efforts to present a group view in a tutorial. This approach is encouraged, as much of the course work is undertaken in experiential workshops and in setting and fullfilling learning agreements between students and tutors. Participants have been very enthusiastic about the way this course is developing. It is the first specifically designed for TAFE senior staff, and TAFE senior staff have been involved in designing the course. It is a very welcome addition to the provision of professional development for TAFE staff. Unfortunately, as yet it is not available externally although a combination of external study and extensive summer schools may be considered in the future.

The Master of Education (Occupational Education) which will be offered for the first time by the South Australian College of Advanced Education in 1988 is designed for Vocational Educators in TAFE and Human Resource Developers in industry and government. This mixture of students will allow TAFE senior staff to learn from their peers in other areas and so to see some of their work from new perspectives.

The first year units consist of:

a) constructs of education which address pertinent and vital issues in occupational education (for example technology and education, and the challenge of gender free curricula, teaching and attitudes);

b) strategies for occupational educators to develop an understanding of the problems which can stem from the issues addressed in a), and strategies to design, test and evaluate possible solutions to those problems. It includes developing skills in:

- problem identification and solution;
- being an effective agent of change;
- perceiving problems from a future as well as a present perspective;
- negotiation.

The aim of this course is to assist students to move from a general perception of education, through a comprehensive study of pertinent issues to a more particular perception of education, as both preparation for an occupation and continuous occupational development. In the second year, students will specialise in two areas such as vocational curriculum development, aspects of administration, industry interface with TAFE, or affirmative action. In the third year, alternative research designs and methods are studied and a research topic selected. The fourth year is spent conducting the research and preparing a thesis. It is intended that this course will be offered externally in the future.

The New South Wales Institute of Technology, School of Business and Public Administration runs an Executive Certificate Course in Managerial Skills. This has the advantage of ensuring that participants learn from the experience of other executives from a wide range of organisations who would not enrol in an exclusively TAFE program. However, it is not offered externally and so can only be accessed by local students.

Some higher education institutions offer some units relevant to TAFE senior staff. The University of New England's Master of Educational Administration (MEd) course includes one unit particularly relevant to TAFE: "Curriculum Design and Implementation in TAFE", while Macquarie University offers a number of units which would be useful to lecturers in the tertiary sector. However, neither of these courses are entirely relevant to TAFE. (For a description of these units see Hall, 1987, p.19.) The Centre for Research into Education and Work at Macquarie University provides some opportunities for TAFE staff to conduct research into areas relevant to TAFE.

Mackay (1978) found that TAFE senior staff considered that part-time credited courses were highly useful for most of their important needs. The University of New England's MEd. Admin. is available externally and part-time, with short annual residential schools (generally of four days per unit). These residential schools have the additional bonus of promoting the exchange of ideas between students and the development of professional networks.

It is recommended that:

- **a higher degree course be designed for, and to a significant extent by, TAFE senior staff from all TAFE authorities, and that this course should be available externally and part-time, and incorporating short residential tutorials.**

Proposed and existing higher degree courses relevant to TAFE should be monitored and evaluated by an independent researcher and the best features intregrated to form the basis of a nationally available credited course.

The Commonwealth Tertiary Education Commission (1986) recommended that TAFE approach higher education institutions with particular competencies relevant to TAFE to request them to undertake specific projects with TAFE authorities. This co-operative venture would increase these institutions' interest in, and capacity to assist in, programs to assist TAFE senior staff development.

NON-CREDITED COURSES

<u>The Mt Eliza Program</u>

The Australian Administrative Staff College at Mt. Eliza, Victoria, offers annual courses especially for TAFE senior staff, and all states and territories have sent staff to courses. Aloise (1985) conducted an evaluation of the Mt. Eliza Program for TAFE. She found that most TAFE authorities were very positive about the courses since they enable senior staff to broaden their understanding of TAFE and its management and to gain from interaction with peers from other authorities, thus promoting a broader perspective of TAFE, and developing networks.

Aloise surveyed senior staff who had attended courses and found that nearly 80% of the respondents believed their departments had gained value for money, and that the current program should continue. However, the majority of respondents were unable to specify the tangible benefits of their attendance had offered their authorities. The cost in terms of time, money and the absence of key staff for three weeks means that each year only a very few senior staff from each TAFE authority can attend residential programs, such as that at Mt. Eliza and most people go only once. While valuable, it is only one component of a continuing process of staff development.

The AATP has recommended to the Australian Council of TAFE Directors that tenders be called for providers of programs for the TAFE senior staff course, and that the deliverers of these programs be held more accountable for their quality. This paper supports these recommendations which are already having an impact. Interviewees who attended the 1986 program were very enthusiastic about it.

The Australian Institute of Management runs a number of short courses suitable for TAFE senior staff - some are day or half-day programs on specific aspects of management, such as 'Effective Report Writing', 'Performance Appraisal' and 'Effective Management Skills'. Others are residential. Although aimed specifically at business managers, these courses do have much to offer TAFE senior staff and provide the advantage of interaction with senior staff outside TAFE. Now that TAFE is looking towards more entrepreneurial activities these courses are particularly relevant.

The residential courses focus on three levels of management:

Young Managers Course (3 days residential)

Designed for new managers seeking to develop skills in the management functions of Planning, Decision Making, Time Management, Leadership, Motivation and Communication.

Executive Staff Course (7 days residential)

Designed for middle level managers seeking to upgrade their skills in order to manage themselves and their staff more effectively.

Executive Program - for senior managers (9 days residential)

The course focuses on the context within which today's senior managers must operate. It reviews a number of critical areas such as the Economic Environment, Company Law, Motivation, Finance, Business Policy, Marketing. The program allows participants to exchange experiences and ideas with peers and with the well known experts engaged as session leaders in an informal relaxed atmosphere.

Modules

Nutting and Rouessart (1983) offer a solution to the problems of expensive attendance at staff development programs. They advocate learning units which combine the techniques of distance learning, the new information technology and management training. These could be studied either at work or at home or a combination of both, and staff would be able to select the most appropriate pace for their learning. The material studied would be linked directly with on-the-job experiences since students would select modules for their relevance to their particular professional situation. It is essential that such modules pursue the topic in sufficient depth to satisfy senior staff. There is a need to co-ordinate modules to reduce time-consuming overlap, so that users progress smoothly from one to the next. Some modules may be appropriate for use in one particular college only; others would be designed for some senior staff in all or many colleges in a particular TAFE authority, while still others would be of use to senior officers in all authorities. Modern communications technology, such as satellites, teleconferencing and computer data bases, have huge potential for providing flexible delivery methods for professional development programs, to widely scattered locations across Australia.

Staff development modules should include a variety of packages and programs, some discrete, others leading to and from others. There should be multiple entry points depending upon existing competencies and needs, and multiple exit points depending upon individual need for, and interest in the topic. A co-ordinator of TAFE senior staff development could develop a system to organise this.

Those using the learning modules could be assisted (and the modules would probably be used more) if each briefly described its objective and the level of previous knowledge required. Some modules would be designed for the induction of new appointees, others for senior staff with considerable expertise in the area, and some, such as those introducing a new policy, could be relevant to all senior staff. It is important that staff development also provides the opportunity for interaction with others so that cross fertilisation of ideas and networking can take place. This is a relatively inexpensive way for TAFE senior staff from all over Australia to interact and exchange ideas.

Teleconferencing allows a group of people to hold a discussion over the telephone. People from all over Australia can use this method to communicate, respond immediately, exchange ideas, learn from each other and form networks. Many other organisations have experience in teleconferencing and so people from other sectors of this community could be invited to participate in TAFE teleconferences; this means an enormous and diverse group of people can be drawn upon to contribute to discussions. Teleconferencing can do much to overcome the isolation which some TAFE senior staff experience.

Deakin University, because of its existing facilities is in a position to develop a resource base for the provision of distance education for groups such as TAFE senior staff. Distance education courses are particularly suitable for people in areas far removed from higher education institutions, or who are unable to attend courses because of professional or personal commitments. Women in particular, because they usually bear the greater responsibility for child care, often have difficulties in attending courses at prescribed times and locations. Distance education allows students to study where and when they prefer. Part-time distance education can be combined effectively and economically with full-time employment.

Northcott (1986) studied distance education courses for managers in Canada, the U.K., Hong Kong, Norway and Nigeria as well as Australia. He found:

- it is necessary to offer a wide range of distance education courses to provide managers, at various levels and fulfilling different roles, with access to economical and effective staff development;

- courses must be long enough to be effective but not so long as to deter students;

- self paced modules allow the student the flexibility to continue in full time employment;

- the best content specialists can be drawn into a program which is to be available on a national basis, and working with experts in presentation can prepare high quality courses with costs shared;

- distance education is particularly appropriate during the current financial stringencies (many people can access the same information) and while TAFE is undergoing technological changes;

- **part-time distance education courses are particularly suitable for continuing education;**

- the content of many courses for managers is such that frequent revisions and updating are required, so courses tend to only be used for relatively short periods.

Many staff development courses could be presented on videos or cassettes. Some, with a wide potential audience, could be prepared professionally using TAFE expertise or outside consultants. Many of these could be useful for senior staff in all TAFE authorities and some would be marketable to industry or other public sector groups. Some TAFE authorities have already succeeded in selling their staff development programs outside TAFE. The costs of producing quality programs could be offset by sharing costs among the various TAFE authorities. Other programs particularly those which are likely to be superseded within a short time could be made more cheaply. Concern should be with content rather than packaging.

Skills to do with managing people are better taught in group situations than by distance education. For example, interpersonal skills, communication skills and group decision making skills requires interaction between individuals in groups in forums, workshops, tutorials, study groups, etc. (see below p.47). A blend of several approaches would provide the best menu for staff development.

Therefore it is recommended that:

- Individualised education programs should be provided by means of a variety of delivery systems which include distance education plus some means of group interaction.

This provision would be developed by the various TAFE authorities' staff development units; sometimes outside consultants would be involved. The national co-ordinator would have an advisory vote and would foster co-operative planning between the authorities.

Interaction with other organisations

It is valuable for TAFE senior staff to mix with senior staff from industry and the public service to obtain new insights and new ideas from people with different perspectives. The Commonwealth Minister of Education, Senator Ryan said in a news release (24/9/86, p.2):

> The management expertise that exists in industry could be usefully applied in a whole range of educational enterprises. . .
>
> . . . there should be ways of encouraging appropriate interchange so that the strengths of industry can be shared by education.

This is particularly true in the area of staff development, where TAFE staff can benefit from well established industry programs that are relevant to their positions. A survey of America's top companies (Ralphs and Stephan, 1986) revealed that the ten issues which companies considered most important in their executive training were remarkably similar to those generated by the literature review of the professional development needs of TAFE senior staff (see Chapter VII). The companies' list included strategic planning, team building, improving employee relations, improving communications, developing performance standards, financial management, problem solving and decision making.

An example of a very successful industry program which could be useful to TAFE senior staff in their positions as line managers, is the National Training Service series. (Hayes 1986). Consultants from industry and other government departments already run senior staff courses in some TAFE authorities, and some courses are attended by both TAFE and industry staff.

Managers from other public sector areas and from private industry could also attend some TAFE group programs. This interaction between TAFE and industry and other government areas would enable senior staff to learn from and about each other and facilitate networking. This would assist TAFE in relating to the community, provide valuable contacts, increase the different groups' understanding of each other and ultimately lead to widespread benefits for the TAFE system. The Commonwealth Tertiary Education Commission (CTEC) (1981) recommended that TAFE authorities use outside expertise in the fields of administration and management. To prepare TAFE to respond rapidly to change, senior staff increasingly are expected to liaise closely with senior management in other government sectors, commerce and industry. Joint participation in staff development programs can encourage this communication and facilitate TAFE staff awareness of current employer attitudes and values and of technological changes.

Conferences, workshops and forums

These provide senior staff, who are often isolated from their peers, with the opportunity for mixing with large numbers of people in similar positions from other colleges, sometimes from other authorities, other educational organisations and from private industry. This interaction can provide new ideas and a different perspective to issues.

Mackay (1978) found that senior staff perceived non-credited programs held outside the college, such as conferences and short courses, to be the most useful delivery system to meet the important staff development needs of TAFE senior staff. Away from the demands, distractions and interruptions of the college, senior staff can devote their energies to the issues under consideration and spend the time needed to develop their ideas. Time for participants to relax together is important for informal exchanging of ideas and building of networks.

Unfortunately, there tends to be a positive correlation between the size of the catchment area from which program participants are drawn and the simple cost of attending the program. Air fares are often the greatest cost in bringing senior staff together. Programs lasting several days maximise the cost-effectiveness of staff development activities. Residential programs are therefore extremely important for isolated country staff, or when staff are being brought together from different authorities. As these programs facilitate the informal exchange of ideas and practices, participants frequently gain more professional development than is available through the official agenda. Programs can sometimes be run in tandem with other developmental activities for the group, thus reducing costs.

National programs have the advantage of being able to attract eminent speakers and presenters more readily. It is wasteful to have experts reading their papers to a literate audience! To gain the maximum value from speakers, papers should be distributed in advance so that informed discussion can occur. Selected readings and papers provided 3 or 4 weeks before the program would enable participants to consider the issues, encourage lively discussion and gain the maximum advantage from the expertise of the presenters. If edited tapes of selected presentations were made available, ideas could be shared nationally. This would assist other senior staff to find out what their peers think about issues in TAFE and also help them to establish links. Senior staff should be encouraged to suggest topics and speakers for conferences and workshops.

Forums are regular, planned meetings to discuss particular topics. They tend to be brief (often half a day) and therefore are less expensive in terms of resources, replacement staff and time.

Workshops run by experts within or external to TAFE can be very useful and are extremely popular. They provide the opportunity for people to question the presenter and gain practical experience of particular techniques. Workshops can produce a snowball effect; when one staff member is given practical training he or she may be able in turn, to conduct workshops for colleagues. The Australian Association of TAFE Principals Inc. and the TAFE National Centre both run workshops which have been well received by TAFE senior staff.

Other methods of professional development for senior staff

Duignan (1986) proposed that some senior staff development activities should occur at the place of work to encourage and perhaps influence those who would not normally volunteer for staff development. Members who are unable to leave the college may also be able to attend.

Action learning is being used increasingly to provide professional development. Participants negotiate an assignment with clearly determined aims to be completed over a period of time. This is undertaken "on the job", and is later evaluated in the light of its objectives. An example of this is the Victorian TAFE Development Programme which is designed to assist the professional growth of managers by providing a significant, structured, applied experience. Participants work on a one-to-one basis with a college sponsor or mentor (see below) for the project, on a topic relevant to their college. The Tasmanian Graduate Diploma Ed. Admin. (TAFE) also uses action learning. (see above p.37)

The mentor system involves pairing an experienced and effective senior staff member with an officer who has been recently appointed to the same level. The experienced officer acts as a guide and resource person for the new officer who can consult him/her as necessary. Duignan (1985) found this system was very successful. The mentor role can be demanding of time and energy and time should be allowed for this in the mentor's duty statement. The newly appointed senior staff member spends up to a week with the more experienced officer to allow him/her to observe the mentor's methods of operating. Sometimes this may involve a visit to another college which would allow the new appointee to observe and consider various managerial styles and systems in operation.

Exchanges with other colleges, in the same or a different TAFE authority, permit senior staff to learn how other colleges are run and gain useful experience of their overall organisation. In addition, officers on exchange gain particular experience in special areas and new ways of performing their professional duties. No two TAFE colleges are the same, so both the person being exchanged and the host college can develop a widened perspective from the experience. Mackay (1978) found many senior TAFE staff considered these exchanges very useful.

Exchanges with Head Office are also a very important means whereby senior college staff can learn about the organisation and management of the whole TAFE authority, and get a clearer understanding of the authority's policies. Head Office staff also benefit by this "grass roots" contact with people from the colleges, and seconded senior college staff can make important contributions and act as consultants to Head Office policy and planning. Head Office staff who move into senior college positions will have special staff development needs to familiarise them with the college.

Overseas exchanges and programs have been found valuable by those authorities able to finance them. The Victorian TAFE Board actively encourages overseas investigations, exchanges and study periods where professional growth in areas of significant technical and/or social change, will be most effectively achieved outside Australia. Included in the areas the Board recommends for overseas study are management development activities, investigations, and training programs which are relevant to Government or TAFE Board initiatives, as well as significant relevant international conferences.

Study leave is available in all TAFE authorities. For example, the Victorian TAFE Board permits leave, under certain conditions depending on the funds available to each college, for part-time study at an approved institution, or to undertake a course of training, or to pursue part-time research in areas of special need. Study leave may not exceed three years, and those who obtain it must give an undertaking to continue to serve for a period at least equivalent to the amount of study leave granted.

Release to industry provides the benefits of interaction described above (Interaction with other organisations p.44). In addition, TAFE senior staff on release to industry gain firsthand experience of different management techniques and styles. This method enables both TAFE and industry to learn about each other's strengths, problems and priorities so that they can work more closely together. Also, release to industry allows senior staff to learn about new developments in industry which are relevant to courses taught in the college. By sharing these insights with colleagues at a later date, senior staff help TAFE keep up-to-date with developments in industry. Officers on release to industry increase industry's understanding of TAFE and create enduring and invaluable links between the two.

Acting in another position provides additional experience and insight into the working of the organisation. It is important that all eligible staff be given the opportunity to learn what is needed to act in suitable positions. This system allows a senior staff member to be absent (for example, to attend a staff development program) while furthering another staff member's development.

Publications

Aloise (1985) identified a need for TAFE to develop ways of facilitating the exchange of ideas and information between TAFE staff in the different TAFE authorities. One means of doing this is through publications such as the Australian journal of TAFE research and development. This is aimed at the TAFE teacher and provides a variety of articles, many of which are relevant to TAFE senior staff. The journal aims to assist its readers keep up with current developments in TAFE, both through its articles and by publishing reader's comments on these.

National publications promote the break-down of barriers of parochialism and widen the reader's perceptions of TAFE as well as providing a forum for the sharing of ideas and discussions of policy issues. They enable senior staff to develop a broader perspective of TAFE and a wider concept of educational issues and thus become better educational leaders. Senior staff are strongly encouraged to read and write for relevant publications dealing with current issues in TAFE. Copies of significant professional journals should be available in every TAFE college library.

Directed reading for discussion groups is an inexpensive means of providing information and encouraging networking and interaction with peers. Well organised groups, where participants have read widely on the topic, are extremely valuable for staff development. Interested senior staff could organise groups on a regional basis.

Membership in professional associations is a means of establishing networks with peers and keeping abreast of developments in TAFE. It also helps officers to develop a collegiate attitude and encourages professionalism. These associations are often closely involved in staff development - the AATP plays an important role in fostering its members' staff development. Unfortunately, there is no equivalent professional association for other senior staff as a group, although many belong to associations in their special areas of expertise or trade. Senior staff below principal level may wish to consider setting-up professional associations, similar to the AATP, possibly on a state/territory basis.

Linking staff development to performance appraisal

As argued in Chapter III, performance appraisal linked with negotiated professional goals can form the basis for an organised plan of staff development (which is part of a wider action plan). Figure II illustrates the way that various factors unite to give each individual a unique mixture of abilities and experiences. A variety of work related experiences combine to develop that person into a competent and confident member of TAFE's senior college staff.

Reasons for not participating

Mackay (1978) identified some of the many constraints on TAFE senior staff which limit their attendance at prescribed staff development activities. Constraints include lack of funds, unwillingness of the college to release the staff member, and the unavailability of relief staff. There are special problems for women senior staff which may deter them from participating in staff development activities. These are discussed in the next chapter.

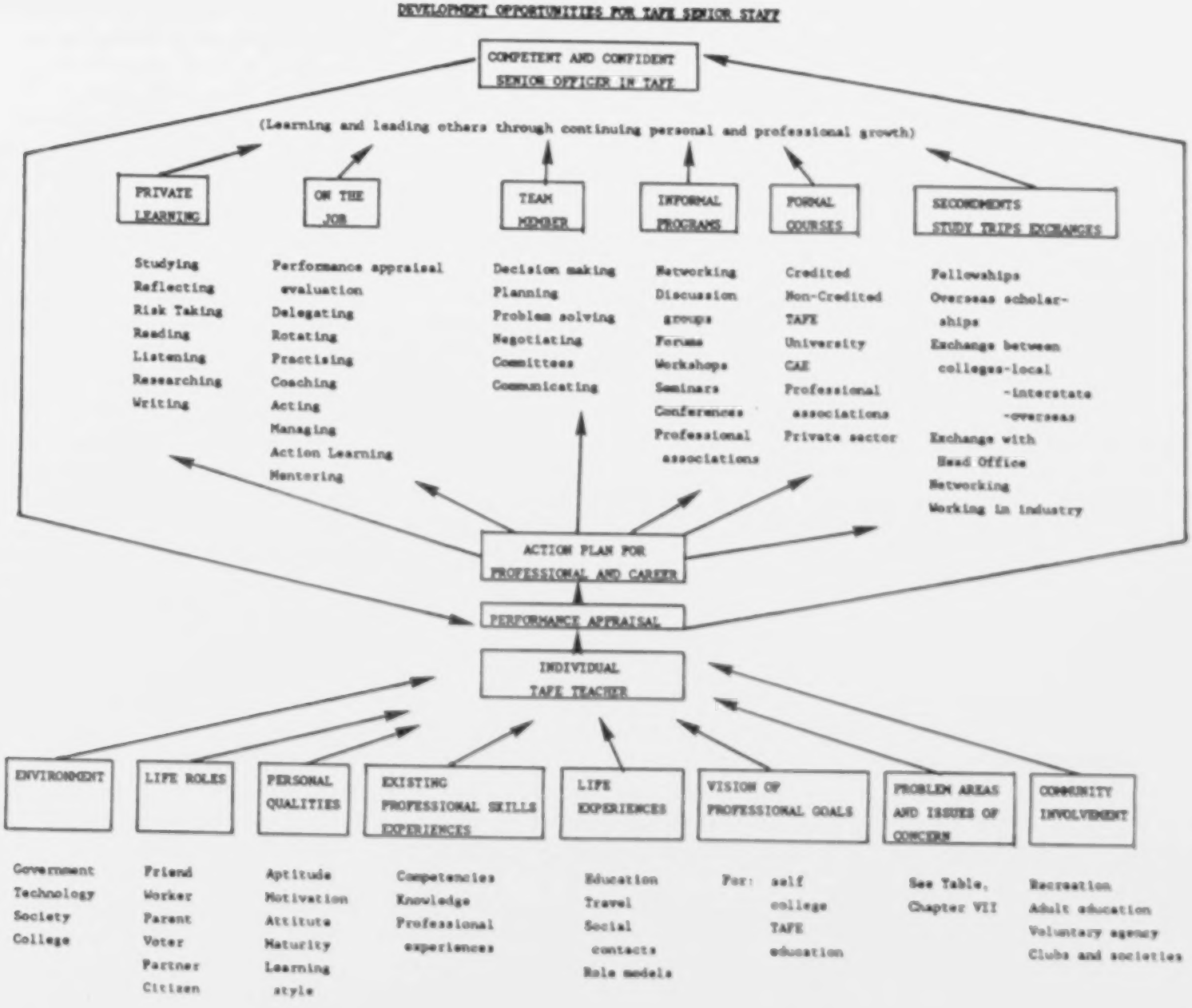
DEVELOPMENT OPPORTUNITIES FOR TAFE SENIOR STAFF
COMPETENT AND CONFIDENT SENIOR OFFICER IN TAFE
(Learning and leading others through continuing personal and professional growth)
PRIVATE LEARNING
ON THE JOB
TEAM MEMBER
INFORMAL PROGRAMS
FORMAL COURSES
SECONDMENTS STUDY TRIPS EXCHANGES
Studying
Reflecting
Risk Taking
Reading
Listening
Researching
Writing
Performance appraisal evaluation
Delegating
Rotating
Practising
Coaching
Acting
Managing
Action Learning
Mentoring
Decision making
Planning
Problem solving
Negotiating
Committees
Communicating
Networking
Discussion groups
Forums
Workshops
Seminars
Conferences
Professional associations
Credited
Non-Credited
TAFE
University
CAE
Professional associations
Private sector
Fellowships
Overseas scholarships
Exchange between colleges-local
-interstate
-overseas
Exchange with Head Office
Networking
Working in industry
ACTION PLAN FOR PROFESSIONAL AND CAREER
PERFORMANCE APPRAISAL
INDIVIDUAL TAFE TEACHER
ENVIRONMENT
LIFE ROLES
PERSONAL QUALITIES
EXISTING PROFESSIONAL SKILLS EXPERIENCES
LIFE EXPERIENCES
VISION OF PROFESSIONAL GOALS
PROBLEM AREAS AND ISSUES OF CONCERN
COMMUNITY INVOLVEMENT
Government
Technology
Society
College
Friend
Worker
Parent
Voter
Partner
Citizen
Aptitude
Motivation
Attitute
Maturity
Learning style
Competencies
Knowledge
Professional experiences
Education
Travel
Social contacts
Role models
For: self
college
TAFE
education
See Table, Chapter VII
Recreation
Adult education
Voluntary agency
Clubs and societies

Figure 11

CHAPTER V: EQUAL EMPLOYMENT OPPORTUNITIES FOR TAFE SENIOR STAFF

There is only a small amount of research relevant to the special needs of women in senior positions in TAFE colleges. An extensive literature search has revealed no studies of the special needs, and representation among TAFE senior staff, of such other groups as migrants, Aboriginals and the physically handicapped. However, this is an important equity issue not only for those who may wish to hold senior positions in TAFE colleges, but also because role models are needed by more junior staff and students from under-represented groups. For want of specific information about the other groups, the recommendations based on research into women's needs have been generalised to include any other under-represented groups.

The TAFE Council in its 1985-87 advice, highlighted the special needs of women in TAFE management. When a woman is appointed to a senior position and is in charge of staff, some of whom have never before had a woman "boss", there may be problems such as reluctance to accept instructions from a woman, and conflict may arise. Both sides may need staff development to handle this situation successfully. Sometimes senior women may feel they are being treated as tokens or that they are being patronised by colleagues and may require help in resolving these issues.

It is important to avoid polarising male and female senior staff, so courses which regard both as professionals with professional needs should be the norm. Training courses which bring men and women together can help each to appreciate the other's distinctive professional competencies and contributions. This assists in the integration and acceptance of women's different experiences into the organisation. However, Lowery found that as women are under-represented in senior positions, and therefore few attend conferences and staff development activities for senior staff, those attending frequently feel uncomfortable or isolated and excluded from group conversations with male colleagues. It is important to provide the option of some training especially for women, particularly at the more junior levels (Hammond, 1986). Since 1982 the Anne Shaw Organisation in England has run courses for women managers, partially sponsored by the Manpower Services Commission, which extend over three months. The courses consist

of individual project work to explore new ground, strengthen basic skills, extend competence into new areas and solve particular problems. Four workshops are held over a total of nine days. The workshop themes are: understanding the manager's situation and raising self awareness, the organisation and management of projects, managerial skills and individual effectiveness, consolidation and projection for future development (Hennessey and Hughes, 1984). The Anne Shaw Organisation found that staff developers themselves often require training to recognise the special challenges faced by women managers.

Professional development courses run exclusively for women can help build women's confidence and facilitate the development of networks between women managers. New South Wales TAFE runs a three day course for women managers with little previous management training in order to develop their management and supervisory skills. The program specifically aims to foster a women's network to provide mutual support, to identify difficulties women face in management positions, and to generate strategies to overcome these. Networks are particularly important for women as there are relatively so few women in senior positions in TAFE.

Since TAFE is emerging as a significant employer of women, Garwood (1985) advocates that research be done into the career development of women within TAFE. Cullen Egan Dell (1985a) found that women were under-represented as TAFE principals. Generally they earned less than the average male principal and on average were responsible for smaller colleges. Cullen Egan Dell (1985b, p.29) commented on the conspicuous absence of women from senior management positions in Victorian TAFE. They stated that:

> While present patterns of employment at senior levels may largely be understood in terms of past attitudes and limited opportunities, it is timely that talented women be encouraged to present themselves as candidates, and that their applications be given the fullest consideration against selection criteria to be established in the light of this report.
>
> We recommend that the Chairman of the TAFE Board in conjunction with College Councils develop and implement a program designed enable women to obtain the qualifications and experience necessary to support their candidature for senior management positions in Colleges.

Lowery (1985) in a study of a large city TAFE college found that not only were women under-represented among the teaching staff, making up only 28%, but that only 12% of the senior positions were held by women. In this situation individual women in senior positions can feel very isolated. Lowery recommends that special efforts should be made to include them in, and consider their special needs during, staff development activities (for example, by providing child care during sessions). She stresses that for women to gain promotion they must have access to staff development. As women often carry most of the responsibility for child care, more women are likely to have difficulty in attending residential courses. However, this is not a problem for women exclusively, some men may also need child care provision in order to attend. At the NSW TAFE annual summer schools child care is available for a small charge. This is an excellent idea that other providers of staff development could copy.

In an evaluation of the most prestigious staff development program for TAFE senior staff, the TAFE Senior Executive Development Program run by the Australian Administrative Staff College, Aloise (1985) found that only 20% of participants, since the inception of the program, were women. In 1985 one state and one territory sent their first female participants to the program, while another state and the other territory had not yet sent any women. That women are under-represented in senior staff development is important as these courses provide skills, familiarise those attending with a common TAFE management language and philosophy, and often assist in promotion.

It is therefore recommended that:

- Special consideration should be given to under-represented groups when places are allocated on staff development activities, to ensure that as many as possible of those eligible to do the program are included.

This is already happening in some authorities, but should be common policy throughout TAFE.

Pocock (1987) points out that not all TAFE authorities have as yet implemented Equal Employment Opportunity plans and programs. Her recommendation thirty-two (page 139) is that these authorities:

> . . . should undertake a program to improve the position of women and other under-represented groups such as Aborginal and Torres Strait Islander people and people of non-English speaking backgrounds, in the teaching and administrative and managerial services of TAFE authorities.

She advocates the appointment of a senior person to be responsible for this with appropriate staff including an Equal Employment Opportunity Officer.

It is essential that the content of staff development programs be non-sexist, and examples and illustrations include under-represented groups in responsible and demanding roles. When development programs are being planned it is important to bear in mind that women may dropout of the workplace temporarily and will require special help in updating their skills should they later decide to return.

Some of the 1984 participants who took part in Aloise's (1985) evaluation of the TAFE Senior Executive Development Program reported problems associated with equal opportunity, and subsequent ill feeling during the program. These problems concerned some states' selection criteria for the program, some sexist aspects of the course content, including lack of concern about the special issues of women in senior positions, and sexist attitudes of some participants and staff. Recommendation four of Aloise's report is

> That each state review its policy in respect of the participation of women in the program with a view to increasing their representation' (Aloise, 1985, p.30).

It is important that ways be found to increase participation of under-represented groups in all senior staff development programs.

Not all people are able, or wish to, attend residential programs. Some of the benefits of a residential course, such as informal exchanging of ideas, and the building of networks with peers are difficult to obtain in other ways. However, much of the formal content can be made available in other modes, for example, journal reports, newsletters, individual learning programs, etc.

The special needs of handicapped staff must also be considered when staff development programs are being planned. Means of access for the physically handicapped, and toilets for the disabled should be provided, and this provision should be advertised, for example, in circulars announcing conferences.

Therefore it is recommended that:

- The special needs of under-represented groups be taken into consideration when staff development courses are being devised.

The National Labour Consultative Council (1986) found that as women advance to more senior management positions they frequently become more isolated from other women at work, and lack female role models with whom to identify. This situation exists now in TAFE. For many women, working in a predominantly male environment causes pressures and strains. These problems can be reduced by developing networks which provide mutual support, build personal confidence and increase professional competence by enabling women to share and learn from each other's work experiences. The scarcity of senior female role models means women in TAFE may not have had the guidance and encouragement of mentors and the supporting network available to males who are planning their career paths (Lowery, 1985).

The Victorian TAFE Board has recognised this problem and in its TAFE Women's Policy (1986 Practice U) states that TAFE will:

> Recognise the educational value of female role models for women and for men through:
>
> 1. Supporting affirmative action concerning the development, employment, participation and promotion of women at all levels in TAFE.

That women are under-represented in senior positions in TAFE must also have implications for female students. While there are so few models of successful, competent, female achievers in the TAFE system, females, both staff and students, are likely to feel that TAFE generally is an environment in which women are regarded as second class. This situation is not compatible with equal opportunities philosophy, or with efforts to increase female participation in non-traditional trade training.

Increasingly, women are moving into senior positions in TAFE colleges, particularly in Victoria and New South Wales. As their numbers increase special provision for women will become unnecessary. In the meantime, TAFE can facilitate this process by providing special courses in management for women, and considering the special needs of all staff when planning staff development.

CHAPTER VI: THE INTERVIEWS

The seventeen colleges visited were selected as described in the methodology (p.2). Senior staff in each were interviewed either in groups or individually, with discussion based upon a previously circulated list of possible recommendations generated by the literature search and submissions from individuals, and the list of areas in which senior staff might require further development. General discussion of staff development for senior staff was also encouraged.

The most significant finding was that despite the fact that the colleges had been chosen at random and so had not necessarily expressed any particular interest in the project, senior staff at each were vitally concerned about their staff development. As a group, they felt that they did not have access to sufficient staff development activities to help them perform their duties which changed as TAFE and their own careers developed.

However, many were also concerned about the time and cost involved in staff development and felt that these activities like other demands upon the officer and upon TAFE also had to compete for a priority. Despite this proviso the interviewees strongly supported recommendation (1) that they should be involved in continuing, individual staff development programs, with an expectation that there would be involvement in some staff development each year. How much should occur, and how much time should be allocated to it must vary according to the special needs and situation of individuals and their TAFE authorities. However, most interviewees considered that it is important to establish the principle of continuous staff development being a crucial part of each officers' work.

If staff development is to have credibility with senior staff, it must be of high quality, relevant to their needs and up-to-date. Some interviewees reported that evaluations by participants in staff development programs sometimes revealed a need for changes to these programs. 'Yet the same course is still run unchanged year after year . . .'. As TAFE is continually evolving, the professional development needs of its senior staff must also change. It is becoming increasingly clear that the ability to undertake long-term planning, and

speed in the provision of appropriate programs are essential qualities in those responsible for the development of TAFE senior staff.

Therefore it is recommended that:

- The content of staff development provision should be monitored to ensure that current needs are being met, and future needs anticipated, by updating or changing outmoded programs.

Interviewees stressed the need for interaction with senior staff from government, the other education sectors and industry. They saw considerable benefits in involving these groups in some TAFE senior staff development. Many described examples of where this process happened already, or instances where interaction was considered appropriate. As well, they indicated a need for some means of bringing together all those on the same professional level within an authority or region, to share and learn from each others' experiences, allowing enough time to mix informally. This could be organised by the authority through staff development, or by the senior staff by forming a professional organisation for those below principal level.

Senior staff opinion was divided about recommendation (5), which advocated an external, part-time masters degree. Some considered they were already well catered for locally. However, this was only true in some capital cities. Most senior staff agreed that there was a need for such a course for isolated senior staff and those unable for other reasons to attend classes.

To cater for the many different needs of TAFE senior staff it was agreed that staff development should be available from a variety of delivery modes. The interviewees considered that some provision for group interaction should be made when planning staff development programs, (recommendation 6).

Some senior staff considered that continuous, active participation in staff development should be acknowledged. This could, for example, be done by professional organisations awarding a special level of membership (such as 'fellow'). To be a member at this level would require more than simply attending a program - it might for example be awarded to those who conducted workshops or seminars, gained credit in specified courses or published articles, etc. This recognition would add to the professional status of those willing to extend their professional competence through staff development.

Sometimes senior staff reported that they became so enmeshed in trying to perform a duty for which they were ill-prepared that they simply did not have time to undertake a program designed to assist them perform that duty! This emphasised the need for staff development to anticipate needs. Too often staff development is offered only after the person has been working in the new position for some time yet clearly the need is to prepare him/her before starting. For example, in one authority, training programs for new principals/deputy principals cannot be undertaken before this appointment begins and may be taken any time within the first eighteen months. Meanwhile the new appointee must just struggle along.

Senior staff agreed that staff development often helped them both in their careers and personal lives. With only one exception the interviewees accepted that as professionals they should contribute some of their own time to their professional development, and indeed most were already doing so. The overwhelming majority concurred with recommendation (2) that time spent on staff development is the joint responsibility of the officer and the authority, and both should contribute to this.

As mentioned above, TAFE senior staff generally considered that they were often overlooked when staff development was being planned. Senior staff in all states and the ACT reported that their workloads were continually increasing, and new duties were expected without adequate staff development. Senior staff were very aware of budget restrictions on staff development, particularly that which involved interstate travel. However, they believed that there exists a strong case for annual national conferences for the most senior staff, since they are frequently isolated from their peers and, because of their small numbers, are inadequately provided for at college and regional level. Most interviewees considered that well run conferences are the most valuable form of staff development. (Conferences are discussed in detail in Chapter IV).

It was felt by many TAFE senior staff that, unless special provision were made for their staff development, other more immediate, although possibly less important areas would take precedence for funding. Comparisons were drawn with private industry, where frequently 3% of the annual salary budget is allocated to staff development. In TAFE it is less than 1%, yet TAFE staff are expected to keep up with the developments of industry, new government policies and the many other developments which affect TAFE.

Many senior staff members felt that only token recognition was being paid to staff development, and that for adequate provision to be made, more money would have to be allocated to their staff development.

Many TAFE senior staff spoke in favour of the creation of the career position of master teacher. They argued that the primary function of TAFE is to teach, yet the most competent and experienced teachers who are recognised experts in their fields are the most likely to be promoted to positions in which they do less and less teaching thereby depriving students of direct access to their expertise and experience. Mills (1987) recommends two distinct career paths for TAFE teaching staff - one for those who wish to move into administration and the other for staff electing to become subject, teaching and technical specialists. Mills recommends that promotion in this path should be from base grade Lecturer II, to Lecturer I to Senior Lecturer and be based upon subject expertise, teaching performance and personal and technical excellence. This report strongly endorses Mills' recommendation. The master teacher concept deserves further consideration from TAFE authorities. Interviewees felt that the position of master teacher should be made available to outstanding teachers on the basis of performance not seniority. It should not bring any increased administrative duties but should involve being a mentor for new teachers, advising any teachers who were experiencing difficulties and playing an important role in curriculum development. In the ACT there is a special promotional position of master teacher, but it does not carry salary increments beyond one promotional level. This means that excellent teachers who are seeking promotion must eventually move into administration rather than move upwards as teachers.

A problem which concerned senior staff in all TAFE systems was insufficient clerical support. Senior staff frequently reported that they worked very long hours (many said over 50, some said over 60) each week. Work loads have generally increased significantly over the last five years, but government limits on public service clerical staff has prevented colleges employing more assistants. Frequently a great deal of the time of senior staff is spent on routine duties which a much less experienced staff member (on a much lower salary) could perform. This supports the findings of the Technical Education Division of WA in its Staffing Review (1983, p.201) that 'A lot of the work currently performed by heads of department . . . could be carried out by capable clerks' and that senior staff 'tend to be overburdened with routine administrative work' with the result that they have insufficient time for professional discussions

with their lecturing staff, or maintaining the necessary level of contact with business and industry.

The Mills Inquiry in South Australia (1987, p.14) found:

> . . . little consistency in the way in which the total management process in the colleges is divided between the various levels and types of staff available, and obvious inappropriate use of some of the expensive time of the TAFE Act staff . . . it also derives from the absence of any analysis of the college management processes . . . and the absence of a staffing policy which would move towards staffing the colleges with the range and kinds of staff needed to carry out these processes, each in the most effective way by the most appropriate staff.

There appears to be a national need to rationalise work loads. TAFE senior staff frequently expressed a wish for detailed job descriptions which would clarify their duties and indicate their highest priorities and goals. This supports the need for job analysis which is discussed in Chapter IV.

TAFE could also explore the computer packages designed to deal with many clerical tasks. Use of these would release clerical staff to deal with some of the duties currently undertaken by senior staff. Some such packages have already been designed by and for TAFE and are being used successfully. This is an area in which TAFE must become more involved.

Attendance at a staff development program often necessitates catching up later on these activities neglected during the program, often resulting in an extension to already long hours. This factor acts a strong disincentive to attend courses. It was felt by many senior staff that more money should be provided so that others could be trained to act in the senior staff member's position while he/she attended a staff development program. In this way much of the work could be done even during short absences of one or two days, adding to the efficiency of the college and ensuring that on return, the staff member could concentrate upon implementing new ideas and sharing the experience and information with colleagues while the memory was still fresh. Instead, staff returning from an absence generally face a backlog of unattended work which deters them from attending future staff development courses. Being trained to act in a higher position, and the experience of doing so, also offers valuable staff development to other staff. However, with

existing funding this does not happen except under special conditions (generally absences of a week - for some authorities it is considerably longer).

Senior staff generally supported the concept of a performance appraisal scheme, recommendation 3, provided it was:

a) developed from an adequate job analysis;
b) separated from any selection process;
c) entirely confidential.

The majority of interviewees agreed that it would be most beneficial if it were used as a basis for confidential discussion of the officer's career aspirations and for goal setting. This could lead to a personal development action plan. Using this technique, a program of staff development would be designed whereby the officer would become more effective in his/her present role as well as preparing for promotion. Many senior staff were sceptical about how peer assessment would work in practice but willing to try if it looked worthwhile in initial trials.

The small numbers of senior staff compared with other TAFE teachers means it is important that they interact with their peers outside their own college, including senior staff from other state and federal government departments and the private sector. Furthermore, senior staff stressed the importance of ensuring that any conferences and workshops designed for senior staff members be of high calibre, both in content and presentation. Those attending would have many important demands on their time and staff development would only be a high priority if it were seen to be worthwhile - see Chapter IV for further discussion of this.

Interviewees were very interested in discussing a variety of ways in which networking could be economically increased. For example, teleconferencing was seen to offer a lot of potential for isolated senior staff. Senior staff generally had not considered using the Australian journal of TAFE research and development as a means of sharing and exchanging ideas and considerable interest was shown in this. Chapter IV lists a number of ways in which networking and the exchange of ideas could be increased. The concept of a national co-ordinator to provide information about all senior staff development provision in Australia and to facilitate networking met with enthusiastic support (recommendation 6).

Views on special provision for women varied considerably. Senior staff interviewed in Queensland generally considered it unnecessary, and women senior staff interviewed there felt that they had no special problems. However, in Western Australia, Victoria, New South Wales and the ACT there was strong support for special provision, particularly from women interviewees. The point was made that staff development is usually provided by men, from a male perspective. Women managers tend to operate differently from men; they are often less assertive. It was frequently suggested that both men and women need help in learning to work in teams together and in situations where male staff have a female manager for the first time. Except in Queensland there was strong support for recommendations (7) and (8) - that consideration be given to the special needs of under-represented groups when staff development is planned, and to encourage these groups to join in staff development programs.

This random sample of TAFE senior staff showed a collective concern about, and commitment to, their staff development. This is particularly encouraging at a time when promotion and other traditional rewards for undertaking staff development are very limited. It is important that this goodwill be met with similar goodwill by those responsible for providing staff development, from the Commonwealth down. Better staff development for senior college staff is the key to better TAFE colleges, and ultimately to better TAFE provision for the community.

CHAPTER VII: THE CURRENT NEEDS OF TAFE SENIOR STAFF

A list of areas in which senior college staff may require further development was generated by the literature review (Chapter II) and suggestions by TAFE senior staff in individual interviews or by letters. The same important areas were listed consistently. During the group interviews the list was discussed and a very few items were added. The list represents the major areas in which TAFE senior staff require expertise, and could form the basis of an organised and consistent program for their staff development. Of course, not all senior staff will require expertise in all of the areas.

The list has been divided into six categories which represent major areas of related skills and which could form the basis of a major staff development program. The subsections could be presented as independent modules within this program.

It is significant that the areas in which senior college staff consider they might require further development are similar throughout Australia. Profiles of the attributes required for senior positions in TAFE colleges could be devised, based upon job analysis using the list of areas of possible further development.

Profiles are documents used to record information about a number of different attributes (knowledge, skills and attitudes) relevant to a particular activity. Personal profiles record an individual's demonstration of these attributes. Nuttall (1986) concludes, in his analysis of the validity of such assessments, that the justification for, and validity of, the criteria of occupational success used in performance assessments is greatly strengthened when these are based upon analysis of the job and the skills it requires.

Based on a performance appraisal, senior staff could construct their own personal profiles and compare these with the profiles for senior positions. Profiles are particularly appropriate when the purpose of the assessment is not to make comparisons between people, but to increase insight into an individual's particular performance in a number of significant areas, as a basis for determining an action plan of staff development. For a detailed discussion of profiling see Mortimer J. (1985) Profiles in action.

As the list includes most of the items generated in a recent study of the needs of senior staff in industry (Ralphs and Stephen, 1986) there would be many areas in which industry (and relevant government sectors) could be participants, or providers of, programs for TAFE senior staff to their mutual benefit (see page 44).

It must be stressed that staff development needs will change, that those areas which are seen as important today, may be much less so in a few years when new areas may arise. TAFE is continually adapting to a changing environment, both internal and external, and the role and emphases of its senior staff must change accordingly. As TAFE will be far more efficient and effective if it is prepared for changes rather than reacting to crises, it is essential that staff development be, as far as possible, proactive. For it to be so, research must be undertaken to discover the likely future directions TAFE may take, and the implications of this. The TAFE National Centre and the National Training Council jointly ran a conference on 'The Changing Context of TAFE' (November 1985) which brought together speakers from many areas to exchange ideas and information. Many of the projects undertaken by the Centre have implications for the staff development of senior staff. Staff development units, through their TAFE authorities might consider submitting proposals to the Centre for further activities or research in this area.

AREAS IN WHICH COLLEGE STAFF CURRENTLY MAY REQUIRE FURTHER DEVELOPMENT

1. Planning for the future of the college

a) Corporate planning
b) Rational decision making - setting policy priorities
c) Analysis of community needs
d) Understanding of likely future developments in TAFE

e) Understanding, but not necessarily in-depth knowledge, of new technologies
f) Anticipating change, both as an individual and assisting the whole college to adapt to new issues in TAFE (e.g. increasing numbers of young, full-time students; equal opportunities issues).
g) Organisational management
h) Goal setting

2. Managing staff

a) Committee management skills
b) Motivating staff
c) Encouraging the professional development of college staff
d) Delegation
e) Conflict resolution
f) Planning and managing change, dealing with new issues in TAFE
g) Team skills
h) Organisational and group dynamics
i) Maintaining good industrial relations
j) Creating a good 'working climate'

3. College administration

a) Financial management, budgeting
b) Decision making
c) Relationship of the college with the TAFE authority
d) Business practices
e) Day to day running of the college
f) Entrepreneurship

4. Educational leadership

a) Keeping up-to-date with relevant developments in education
b) Encouraging staff development
c) Developing within self, and staff, a vision of TAFE
d) Providing a role model for staff and students
e) Setting realistic standards
f) Accountability for educational matters
g) Clearly enunciated educational philosophy
h) Encouraging innovation

5. **Communications**

a) Communication skills - person to person, group, telephone, public speaking, written communication
b) Developing links with:
   - community;
   - industry;
   - other educational institutions;
   - TAFE - head office and other colleges;
   - students;
   - colleagues;
c) Acting as an advocate for the college, seeking funding, etc.
d) Public relations skills including dealing with media
e) Negotiation skills
f) Information systems data base
g) Assertiveness training

6. **Additional professional capacities**

a) Preparing reports, submissions, etc.
b) Management of time
c) Understanding of industrial relations and laws
d) Understanding of the whole TAFE authority
e) Dealing with disturbed students - traumas or deviant behaviour. Principal may have to deal with most serious cases
f) Interpreting and implementing Government policies
g) Stress management
h) Interviewing skills
i) Problem solving
j) Computer literacy

CHAPTER VIII: CONCLUSIONS AND RECOMMENDATIONS

CONCLUSION

The Victorian TAFE Board (1979 section 4.1) defined staff development as:

> a concerted, consistent and continuous process that increases the ability of each person to function both professionally and personally, with the overall aim of improving the quality of technical and further education.

This report concurs with that definition. To be most effective, staff development must be properly organised, and should be integrated into, and consistent with, TAFE policy, strategic planning and management. The components of staff development provision should complement each other - some programs would be prerequisites for others, while completing certain programs might gain credit towards another program, for example, a workshop in the college might be credited towards a degree course run by another organisation. To be effective, staff development must be seen to have more than just token support from those at the very top of the directorate and requires the commitment of substantial resources of both time and money. To achieve credibility among TAFE teachers it is crucial that the staff development system and its key elements such as performance appraisal and individual staff development programs, are incorporated in the authority's and the individual college's corporate plans and in any management information systems.

Staff development programs offered to senior staff need to be comprehensive in content and varied in format to meet the diverse requirements, learning styles and professional situations of TAFE senior staff, both in the present and the foreseeable future. Professional development must be ongoing throughout each teacher's career from the beginning of teaching until retirement. It is essential that these programs be co-ordinated to ensure that all important professional needs of TAFE senior staff are met in an efficient, economical and systematic way.

There is considerable concern among TAFE senior college staff about their staff development. Many feel that their comparatively small numbers, and the fact that they are already in very senior positions, means that their special staff development needs are often overlooked. There is a strong case for co-ordinating available resources on a national basis, to avoid duplication, to share the most successful programs, to help overcome the isolation of some senior officers and to encourage the exchange of ideas among senior staff across Australia. This report recommends the creation of an annotated catalogue of the staff development provision already available to senior staff in Australia. This should be accessible on all TAFE computer systems. Ideally one of the staff development units could offer to co-ordinate staff development activities for senior staff on a national basis.

As TAFE responds to a constantly changing environment, every TAFE teacher, from appointment to retirement, should be involved in a continuous process of professional development. Each officer has unique experiences and abilities, and works in a different environment depending upon his/her position, institution and TAFE authority. So each person should have his/her combination of staff development items which will form an individual development program. In order to plan this individual program, which should be incorporated within a career path, it is necessary that the officer have some means of evaluating his or her professional strengths and weaknesses. Several performance appraisal models are discussed in this report.

TAFE senior staff are under heavy pressures of time and work. This means that programs provided for their educational development must be of a high standard (they must feel the gain warrants the effort put into obtaining it), accessible (some choice of when, where and how it will be provided to suit individual situations, preferences and learning styles), flexible (to allow senior staff to select the particular items relevant to individual needs and requirements) and appropriate (dealing with the known concerns of senior staff at a level appropriate for the individual. Some material may be appropriate only for very senior staff who are able to draw upon considerable experience when undertaking the program; other material could be part of an induction course for new appointees).

Where appropriate, senior staff from outside TAFE - schools, higher education, the public service and industry - should be invited to participate in, and contribute to, TAFE staff development activities. This will broaden the perspective of TAFE officers and provide new insights and management methods, and also foster valuable networks and mutual understanding. Although all TAFE authorities do this to a small degree, much more could be done to promote this interaction.

Staff development programs should be monitored to ensure that they are kept up-to-date, and that where appropriate, new staff development activities are organised quickly to respond to rapid change and outmoded provision is either updated or discarded. It is crucial that staff development be as far as possible, pro-active, anticipating TAFE's future needs and preparing staff to adapt to these needs.

Senior staff are the educational leaders of their colleges. Thus the success of TAFE depends very much on the expertise with which they carry out their many duties. To perform well senior staff require support:

a) by having access to the best possible staff development;

b) clerical or technological support to enable them to undertake this staff development;

c) a special financial commitment from the government to ensure that (a) and (b) can occur.

Successful staff development is not something that happens to staff members; their active involvement in, and 'ownership of' their staff development is crucial to its success. Senior staff should be given guidance, support, information and time to participate in an assessment of their own strengths and weaknesses, and to devise and work through an action plan for their own professeional development.

RECOMMENDATIONS

(1) Every TAFE teacher, including senior college staff members, must be involved in a continuing and individual staff development program. Participation in some form of staff development each year should be a professional expectation of all TAFE teachers and written into their duty statements.

Chapter II

(2) Both the TAFE authority and the staff member should be required to contribute time to the professional development of the staff member.

Chapter II

(3) Provision should be made for regular, confidential performance appraisal for all college staff throughout their careers. This particular appraisal is to be used for staff development purposes only, not for selecting officers for promotion.

Chapter III

(4) A means should be established of co-ordinating information about that staff development provision which is relevant to senior staff nationally.

Chapter IV

(5) A higher degree course designed for, and to a significant extent by, TAFE senior staff from all TAFE authorities, should be made available externally and part-time.

Chapter IV

(6) Individualised staff development programs should be provided giving choice amongst a variety of modes of delivery which should include distance education whenever possible. Group interaction and networking should be fostered.

Chapter IV

(7) The special needs of under-represented groups must be taken into consideration when staff development activities are being devised.

Chapter V

(8) Special consideration should be given to under-represented groups when places are allocated in staff development activities to ensure that as many as possible of those eligible to do the program are included.

Chapter V

(9) The content of staff development provision should be monitored to ensure that current needs are being met, and future needs anticipated, by updating or changing outmoded programs.

Chapter VI

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